REPORT RESUMES

ED 014 720 48 AL 000 942

A WORKBOOK FOR LEARNING PHILIPPINE LANGUAGES.

BY- MARQUEZ, ELY J.

PUB DATE 67

EDRS PRICE MF-$0.50 HC-$4.52 111P.

DESCRIPTORS- *FIELD STUDIES, *TAGALOG, *STRUCTURAL ANALYSIS, APPLIED LINGUISTICS, DESCRIPTIVE LINGUISTICS, *UNCOMMONLY TAUGHT LANGUAGES, WORKBOOKS, *AUTOINSTRUCTIONAL AIDS, LANGUAGE INSTRUCTION, PHILIPPINES, PHILIPPINE LANGUAGES, PEACE CORPS VOLUNTEERS,

THIS WORKBOOK WAS WRITTEN TO ENABLE PEACE CORPS VOLUNTEERS LIVING IN THE PHILIPPINES TO ANALYZE AND LEARN THE LANGUAGE SPOKEN IN THEIR REGION. IT WAS ASSUMED THAT THE VOLUNTEER WOULD HAVE SOME TRAINING IN TAGALOG BUT NOT NECESSARILY A KNOWLEDGE OF LINGUISTIC TERMS OR METHODS. THE AUTHOR ALSO ASSUMES THAT THE VOLUNTEER WILL WORK WITH A NATIVE INFORMANT AND THAT THE LANGUAGE BEING STUDIED IS SIMILAR IN PHONOLOGY AND GRAMMAR TO TAGALOG. SECTION I OF THE WORKBOOK GIVES A BRIEF OUTLINE OF BASIC PRINCIPLES OF PHONOLOGY AND MORPHOLOGY. NO SYSTEM OF PHONETIC TRANSCRIPTION IS PRESENTED. THE STUDENT IS TAUGHT TO FORMULATE AND TEST HIS OWN GRAMMATICAL RULES FOR THE LANGUAGE. SECTION II SHOWS HOW COMMON CONSTRUCTIONS ARE FORMED IN TAGALOG AND ENGLISH. THE STUDENT THEN LOOKS FOR CORRESPONDENCES OR VARIANT PATTERNS IN HIS TARGET LANGUAGE. THE FINAL SECTION LISTS COMMON, VERY USEFUL EXPRESSIONS IN ENGLISH WHICH THE VOLUNTEER MAY WISH TO TRANSLATE AT AN EARLY STAGE IN HIS ANALYSIS OF THE LANGUAGE. (JD)

ED014720

A WORKBOOK FOR LEARNING
PHILIPPINE LANGUAGES

AL 000 942

A WORKBOOK FOR LEARNING PHILIPPINE LANGUAGES

by

Ely J. Merquez

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Prepared for the Language Program, Joint St. John's College-San Jose State College Peace Corps In-Country Training Program, Lucena City, Philippines, Summer 1967.

L 000 942

For permission to reproduce, in part or in whole, write to the author, 2218 Arapahoe Avenue, Boulder Colorado 80302, U.S.A.

Evaluation and criticism are welcome.

"PERMISSION TO REPRODUCE THIS
[redacted] MATERIAL HAS BEEN GRANTED
BY E. J. Marquez

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE [redacted] OWNER."

CONTENTS

Page

Foreword . . . i
Introduction . . . i

Part I

Phonology . . . 1
Morphology and Syntax . . . 4

Part II

The Sentence . . . 11
Substitutes for Parts of the Sentence . . . 19
Pronouns . . . 19
Subject Replacives . . . 19
Demonstratives . . . 21
Predicate Replacives . . . 22
Question Words and Answers . . . 24
The Verb . . . 28

Aspect

Imperfective . . . 28
Perfective . . . 34
Future . . . 35
Recent Perfective . . . 37

Focus

Actor Focus . . . 38
Object Focus . . . 38
_Ng_- Pronouns . . . 41
Benefactive Focus . . . 43
Other Focuses: Locative, Causative, Instrumental . . . 46

Command and Request Forms

Commands . . . 48
Requests . . . 50
Ability Forms . . . 51
Expanding the Sentence . . . 54
Enclitics . . . 54
Definite Predicates . . . 59
Intensified Adjectives and Verbs . . . 61
Modifiers . . . 62
Putting Sentences Together . . . 65
Adding Ideas . . . 65
Contrasting Ideas . . . 66
Expressing Results or Making Conclusions . . . 67
Relating Time . . . 68
Reporting Quotes . . . 69
Relating Conditions . . . 71
Expressing Purpose . . . 72
Relating Choices or Alternatives . . . 72
Relating Amounts of Quality . . . 73
Other Sentence Types . . . 76
Indefinite Doer/Receiver/etc. . . . 76
Indefinite Possessive . . . 77

CONTENTS

Page

Other Sentence Types (Continued)

Existential 79
Preferential 81
Mandatory 84
Exclamatory 86

Part III

Useful Phrases and Common Expressions 88
References 102

FOREWORD

This workbook is intended primarily for Peace Corps Volunteers going to the Philippines. It was prepared for them because the linguistic diversity in the Philippines, as well as the very limited period devoted to volunteers' training, calls for a book that would help them learn a new language on their own if they learned Tagalog during training and are assigned to non-Tagalog speaking areas. If they had previously studied the language of the area where they are assigned, it is hoped that this book will help them learn it better during their tour of duty. Thus, considering the wide spectrum of the volunteers' academic backgrounds, it is written with a minimum of linguistic terminology, although it is based on linguistic principles of analysis and description.

It is hoped that it will meet the needs of the Peace Corps volunteer particularly. If others, whether or not similarly situated as the Peace Corps Volunteer in the Philippines, could use it, too, it will have more than served its purpose.

INTRODUCTION

This workbook is intended for you and your informants as you work together closely towards a common goal - learning *to speak* the language of your area. It is divided into three parts.

Part I is a short but helpful section that tells you a few fundamental things about linguistic analysis, in order that you will know what to do with the data that you get from your informant. It tells you how to analyze your data systematically and logically, and then, how to write rules for yourself based on your analysis - rules that you can apply on new material as you go along. These rules, linguists call their sum total the *description of the language*, should be as accurate as possible, for only an accurate description will serve your purposes as you go on adding vocabulary items and grammatical structures to your store of knowledge of the language. The few linguistic tools presented will be illustrated for you as applied mostly to an analysis of English. As your first language, it is felt to be a good starting point of analysis, not only to illustrate how linguists work with their data but also to show you how you can *know* a language after such an analysis.

Part II is the main body of this workbook. It gives you the grammar or structural points that you would like to ask your informant. These structural points are so sequenced that a later lesson is made easier to learn if all the previous ones have been done well. In other words, each session with your informant should be a part of a building-up process leading to more complicated or longer utterances.

Following each of these structures that you try to elicit from your informant will be exercises that you will want to do - if you have succeeded in making a good description of a specific structural point, your exercises on that structural point would all be acceptable utterances. You are asked to do these exercises by yourself, after a tussle with some data given you by your informant, and then to check them with him to see how your are doing in your analysis. If you feel you are doing fairly well, then you have achieved something and that is the signal for you to add more words to the vocabulary used in the exercise.

In other words, you go through at least five steps in working with your informant:

1) Choose a grammar point you want to learn

2) Construct a number of sentences using the grammar point and ask your informant for his equivalents

3) Look at your informant's sentences and formulate a tentative rule that you think would help you construct a similar sentence if given words to put in that pattern

4) Ask your informant for more words, and/or sentences and apply your rule on these, to test your rule

5) If your rule works, you have it! Construct as many phrases or sentences as your vocabulary supply allows, and go on acquiring more vocabulary items. (If your rule does not work - that is, it does not apply to the majority of the sentences you formulate following it - you will have to go back to 3. Look harder and try another possible rule.)

If what you add does not fit the pattern that you previously arrived at, you should be suspicious of that item, for it most probably belongs to an entirely different group and you are on your way to a new structural point for analysis.

Depending on how you look at it, Part III either does not really belong in an informant workbook, or it is its most important part. The things it contains may or may not follow patterns you have uncovered from Part II. These are the things that direct the flow of the traffic of speech. They are the common daily expressions that everybody uses, which generally dominate most conversations, at least beginnings and endings of conversations, in specific contexts. You can use Part III any way you wish - you can start with it instead of with Part II or you can choose one group for every session you have with an informant and intersperse them during your data-gathering with your structural points. This second one is felt to be the most realistic approach and would probably prove more usable. You will be able to memorize these expressions easier and faster if you take them a number at a time, rather than listing them all at once and retaining just a few in your head.

In working with your informant, you can use either English or Tagalog when giving your words or sentences for translation. English or Tagalog will be referred to here as your native language and the language you are trying to analyze and learn your target language. At this point, a distinction between language, dialect, and vernacular would be useful for you both as a student and as a teacher. Language applies, according to the dictionary, to the general pattern of the speech of a race or people, e.g., the English language, or French or Tagalog. Dialect is a variation within one language, e.g., the differences between New England and Southern English, or between these and Cockney and Australian English. Vernacular applies to the language of a particular group within a linguistic family. In the Philippines, it is inaccurate to refer to Ilocano or Capampangan or Waray or the rest of the other languages as dialects; it would be more accurate to refer to them as languages or vernaculars. Examples of dialects are Batangas-Tagalog as contrasted to Manila- or Bulacan-Tagalog.

Also in working with your informant, remember these things:[1]

1. You are the one who guides your study. The informant is not a teacher in the sense of one who plans the curriculum, but one who informs you of what you want to know and acts as your speaking model.

2. Ask your informant for language or cultural equivalents, not for word-by-word translations. Describe a situation fully and ask what a native speaker would or should say.

3. If you have your informant give the equivalents of sentences, make sure they are colloquial equivalents. Find out what is commonly said and what is rarely or never said. Direct translations may give awkward phrases or non-existent phrases.

3. Make it clearly understood that you want to learn everyday speech, not "pure" or fancy or formal speech. Make it known you want to sound like your barrio neighbors, not like an American. You want your intonation, pronunciation, gestures to be like theirs, even if their dialect is not considered the "pure" form.

4. Do not ask your informant grammatical questions. He has not studied the structures of his language and will only be confused by questions of "Why?" Avoid bringing in English grammatical terms, as they do not accurately describe Filipino structure.

In addition to these things, and perhaps more important as far as you are concerned, you should remember what a noted linguist and field worker said: "Show genuine appreciation of the informant's help and ability. The linguist's enthusiasm about the informant's language, about his assistance and about his willingness to teach is often the most rewarding compensation for (his) work. . . Treating the informant as a person and a friend is the best guarantee of suceess."[2]

---

[1] Jon Epstein, Language Notebook, 1965, p.1.

[2] Eugene Nida, Morphology: The Descriptive Analysis of Words (Ann Arbor, 1949), p. 191.

PART I

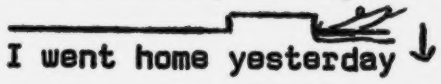
Phonology

When linguists study a language, they generally start by analyzing its sound system or phonology. For your purposes--and this might be heresy to linguists' ears--a study of the phonology of your target language is not a necessity. You can assume a number of facts, based on your knowledge of Tagalog:--

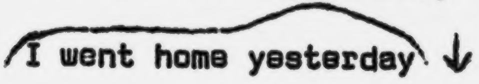
1) Your target language has either a three- or five-vowel system and the same consonant system as Tagalog.
2) Its syllables are generally consonant-vowel combinations, except in loan words.
3) It has length rather than rise in pitch in stressed syllables.

A few phonological facts, aside from these,would help you somewhatin learning your target language, but they are not half as important as a good pair of ears and an uninhibited desire to mimic your informant, not only his intonation but also his gestures, facial expressions, and so on.

To help you in mimicing as accurately as possible, you will need to mark your data for vowel lengths, pauses, and intonation. You can use any system that you are familiar with and which you think would read easiest to you. You can mark your data, for intonation, in any of the following ways:

a) 
I went home yesterday ↓

b) ^{2}I went home ^{3}yesterday^1↓

c) 
I went home yesterday ↓

The overlining used in (a) is supposed to be the most graphic devise in indicating intonation and therefore, the easiest to read, but to some people this is not so. Therefore, these people would need any one of the other devises or might want to devise their own. Whichever devise you use, you will need to use it all the time, in each of your sets of vocabulary and or sentences.

To indicate a pause, just use a /; to show rise in pitch, a ↑; a fall (as above) a ↓.

There are some phonological facts in mostPhilippine languages that you might find in your target language and perhaps this is the place to prepare you for them: One of these is the very frequent occurrence of the interchange between /d/, /r/ and /l/.

In phonology, as in grammar as we shall see later on, analysis is based on a very elementary principle: comparison. Take the following data, for example:

bale	ra	'their house'
lapis	da	'their pencil'
basu	ra	their glass'
libru	ra	'their book'
gamat	da	'their hands'

salamin	da	'their mirror'
radio	ra	'their radio'
lamera	ra	'their table'
mata	ra	'their eyes'
kalang	da	'their stove'
sinelas	da	'their slippers'
switer	da	'their sweaters'
pinggan	da	'their plates'
nasi	ra	'their cooked rice'
sabo	ra	'their soup'

Compare items 1 and 2, and find a difference. Or you can tabulate or group the data: those that take /da/ and those that take /ra/. What do the members of the da-group have in common in contrast to what the members of the ra-group have in common? You will notice that the members of the first group all end in a consonant, those of the second end with a vowel. You can, thus, make a general statement that says da is /da/ when the noun it precedes ends in a conconant and it is /ra/ when the noun it precedes ends in a vowel. To check the accuracy of your statement, or description, you simply need a listing of numerous nouns that belong to each group.

The same phenomenon though not involving /d/ and /r/ is found in at least one instance in English. You know that plural is marked by -s in spelling, but phonologically, it is not just one form. Given just the following, can you describe it?

books	/buks/
bags	/bægz/
beds	/bedz/
pets	/pets/
tubs	/t^bz/
pups	/p^ps/
chicks	/čɪks/
bibs	/bɪbz/
dogs	/dɔgz/
cats	/kæts/

Again, a listing of the words that take /z/ and those that take /s/ would be called for, and then a look at each group closely to see what their respective members have in common and how they differ from the members of the other group. You will note, of course, that the plural morpheme is pronounced /z/ with nouns that end with /b, d, g/ and it is pronounced /s/ with nouns that end with /p, t, k/. You might test the accuracy of this statement, once again, with a listing of more nouns ending with those sounds. Later, you might extend your list to nouns that end with sounds other than those listed here and then find you can either extend your description to a whole new group of nouns or add another altogether different plural marker.

Also in English, there is a past tense marker that is spelled -ed but is pronounced in three different ways. Using the following examples only, can you describe the distribution of the past tense morpheme?

talked
walked
laughed
wanted
added

added
leaped
grabbed
robbed
tested

ended
described
peeped

Once again, you compare the items and try to find a common denominator for each of the three sounds: /t/, /d/, and / d/.

What is happening in Capampangan data with /d/ and /r/ is not identical to what is happening in the two English examples above, but you see the identical process by which we arrived at a general statement or description of each group of data: comparison of the items with one another.

Two other common processes happening in some Philippine languages involve change in vowels with roots to express something and change in certain consonants when found in certain sequences. Again, by comparing, can you do the following?

/'aŋ/ 'the'

/paŋ-/ 'used for...'

/pala·y/ 'unhusked rice'

/ba·hay/ 'house'

/ba·ta'/ 'child'

/demit/ 'dress'

/dɪki·t/ 'paste'

/pata·y/ 'dead'

/'am pala·y/ 'the unhusked rice'

/'am ba·hay/ 'the house'

/pam ba·hay/ 'used for the house'

/pam ba·ta'/ 'for children'

/'an demi·t/ 'the dress'

/pan dɪki·t/ 'for pasting'

/pam pata·y/ 'for killing'

/'am pata·y/ 'the dead'

b)

/'i·pon/ ⟶ /'ɪpu·nɪn/ 'save'

/'u·bos/—— /'ubu·sɪn/ 'use up'

/lampa·soh/—— /lampasu·hɪn/ 'mop'

/ku·mot/—— /kumu·tɪn/ 'cover with a blanket'

/sɪgura·doh/—— /sɪguradu·hɪn/ 'make sure'

c)

mokanta	'is/are singing'
molinis	'is/are cleaning'
mipalit	'was/were buying'
misayaw	'was/were dancing'
mosayaw	is/are dancing'
mopalit	'is/are buying'
mokaon	'is/are eating'
mitrabaho	'was/were working'
motrabaho	'is/are working'
mibasa	'is/are reading'

In (c), you get a shift from low back vowel /o/ to the high front vowel /i/ to express a change in meaning. [redacted] You will find [redacted] such vowel shift in Cebuano and Capampangan and perhaps in other languages. This is important to recognize, more so than the assimilation taking place in (a), because meaning is involved. In (a) and (b), meaning is not involved but the difference between native-like and non-native like speech would be.

Morphology and Syntax

> "One of the first tasks which confront the linguist in examining a new language with a view to discovering and describing its structure," writes Nida,[3] "is the identification of the minimal meaningful units of which the language is composed. These minimal units are called 'morphemes', and in many instances they are readily recognized. For example, in the English words boyish, maddening, condense, receive, and up, we have little difficulty in identifying the various component units: boy, -ish, mad, -en, -ing, con-, -dense, re-, -ceive, and up. With practically no complications we have thus 'broken down' these longer expressions (i.e., words) into their constituent parts. The process by which this is accomplished appears at first to be almost instinctive, but if we consider closely what we have done, we recognize that we compared words, or at least drew upon our knowledge of such comparisons. In order to identify the morphemes, we must have certain partially similar forms in which we can recognize recurring partials. What we need for comparison would be provided by the following series: boy, girlish mad, fatten, fattening, constrain, density, return, deceive, start up. These forms contain each of the morphemes in a

---

[3] [redacted] Ibid., p. 6.

> different situation. By this means we compare and isolate, and it is only by such comparison with other forms that we can discover morphemes."

You will notice that this is a repetition of what has been said in the section on phonology. It brings you right back to comparison to arrive at meaningful units For example, compare these Ilocano forms:

agsigarilyuak	"I will smoke"
aglinisak	'I will clean'
agtrabahuak	'I will work'
aglutuak	'I will cook'
agbasaak	'I will read'

You will notice that they have one similarity: they all have -ak which looks like I and you can temporarily conclude that -ak is a meaningful unit. You can compare aglinisak "I will clean' to aglinis ka 'you will clean,' aglutuak "I will cook' to aglutu ka 'you will cook' and agbasaak 'I will read' to agbasa ka 'you will read', and further conclude that -ak contrasts with ka. You can now assign meanings to -ak and ka--I and you respectively.

Can you compare the following forms and then come up with a list of meaningful units?

a)

nagrigatak	'I'm poor'
agrigatak	'I'll be poor'
nagdalusak	'I cleaned up'
agdalus ka	'you will clean'
agpasyar ka	'you will take a walk'
nagpasyar ka	'you took a walk'
agpasalamat da	'they 'say thank you'
nagpananot da	'they thought'
nagaborido ka	'you worried'
agabaridaak	'I will worry'
agluáluak	'I will pray'
nagsao ka	'you talked'
agbakasyon da	'they will go on vacation'
agbasaak	'I will read'
agdyip ka	'You will ride the jeep'

b)

nagabakal	'is/are buying'
mabakal	'will buy'
makaon	'will eat'
nagakaon	'is/are eating'
nagasakay	'is/are riding'
nagalimpyo	'is/are cleaning'
malakat	'will go'

c)

mangan	'will eat'
mengan	'ate'
mako	'will leave'
meko	'left'
masa'	'will make wet'
mesa'	'made wet'
maril	'will shoot'
meril	'shot'
magobra	'will work'
megobra	'worked'
magswekus	'will wear wooden shoes'
migswekus	'wore wooden shoes'
maabat	'will come'
nagadumdom	'is/are thinking'
nagatuon	'is/are studying'
masiling	'will say'
nagainom	'is/are drinking'
ma-obra	'will work'
naga-eskwela	'is/are attending school'
makakto	'willgo'

madulog	'will stop'
nagadulog	'is/are stopping'
nagabibi	'is/are crying'
nagasiling	'is/are saying (something)
mabayle	'will dance'

So far, you have been comparing words or single utterances. But the same procedure is followed when you compare sentences. Take the following examples from English:

The child drinks milk.
The cat meows.
The car runs fast.
Does the child drink milk?
Does the cat meow?
Does the car run fast?

As native speakers of English, you of course know what is happening in this limite set of data. You have a change from statement to question which is signalled for you by three devises: the shift from falling to rising intonation (represented by a period and a question mark in orthography), the use of does and the loss of -s in drinks, meows, and runs. A non-English speaker would see these changes, too if he carefully compares the first three with the last three.

Here is another set of English examples which is not as easy as the one above. Can you make a descriptive statement about what is happening with the data?

	A		B
1.	The man is a teacher. The man lives here.	→	The man who lives here is a good teacher.
2.	The tree was cut down. The tree obstructed the view.	→	The tree which obstructed the view was cut down.
3.	The instructor left yesterday. The instructor was scolded by the dean.	→	The instructor who was scolded by the dean left yesterday.
4.	The maid cooks well. The maid was with Rosa last year.	→	The maid who was with Rosa last year cooks well.
5.	The book is interesting. The book I got from the club.	→	The book which I got from the club is interesting.

If you compare the items in column B, you will note that some occur with who and other with which. You look for something that might be affecting this, and you know, of course, that it is the difference between man, instructor and maid on one hand and tree and book on the other. This leads you to ask is there is indeed a group of words like man, instructor and maid and a group like tree and book. If you were not a native speaker of English, you will need to gather more nouns that would go with either who and which before you can say that the grouping is based on human/non-human classification. This implies that in certain structures, classification of words into sets is necessary and important, and you should be on the look out for constructions that call for it.

A more important process revealed by the examples above is the process called derivation, that is, producing a new sentence by combining two or more basic ones. This process presupposes you have identified the basic sentences and are ready to form more complicated ones. To help students learn these who- and which- patterns in English, a few rules have been formulated: Take the first example again.

The man is a teacher.
The man lives here.

If you number the parts of the two sentences, thus:

$\underset{1}{\underline{\text{The man}}}$ $\underset{2}{\underline{\text{is a teacher}}}$

$\underset{3}{\underline{\text{The man}}}$ $\underset{4}{\underline{\text{lives here}}}$.

you can write a formula that says 1,2, 3, 4 → 1+ who + 4 + 2
provided 1 and 3 are the same noun and refer to humans. The rule is the same but you use which instead of who if the noun refers to something non-human.

Writing rules like this helps a great deal in learning a language, so that it would be most profitable for you to do this once you feel you know the basic sentences of your target language. Can you write rules for the following?

a)

1.	Maganda ang libro. Kinuha ko sa library ang libro.	→	Maganda ang librong kinuha ko sa library.
2.	Malaki ang bahay. Binili ni Pedro ang bahay.	→	Malaki ang bahay na binili ni Pedro.
3.	Kumakain ang bata. Nakagalitan ng nanay ang bata.	→	Kumakain ang batang nakagalitan ng nanay.
4.	Dumating ang pulis. Tinawag ng mga tao ang pulis.	→	Dumating ang pulis na tinawag ng mga tao.
5.	Naglalaba ang babae. Hinahanap mo ang babae.	→	Naglalaba ang babaeng hinahanap mo.

b)

1.	Estudiyante ko ang bata. Nagdang sa kontest ang bata.	→	Estudiyante ko ang bata nga nagdang sa kontest.
2.	Halin sa Africa ang tigre. Nagaguwa sa sircus ang tigre.	→	Halin sa Africa ang tigre nga nagaguwa sa sircus.
3.	Bag-o ang hampangan. Nagalapta sa sahug ang hampangan.	→	Bag-o ang hampangan nga nagalapta sa sahug.
4.	Taga-Manila ang mga bista. Nag-abut sa amon balay ang mga bisita.	→	Taga-Manila ang mga bisita ng nag-abut sa amon balay.
5.	Amigo ko si Pedro. Naghatag sa akon sang kwarta si Pedro.	→	Amigo ko si Pedro nga naghatag sa akon sang kwarta.

c)

1. Uminom ng tsa ang tatay. → Uminom ng tsa na ginawa ni Rosa ang tatay.
   Ginawa ni Rosa ang tsa.
2. Kumakain ng tinapay ang bata. → Kumakain ng tinapay sa galing sa kahon ang bata.
   Galing sa kahon ang tinapay.
3. Nagluto ng gulay ang nanay. → Nagluto ng gulay na gabing sa bukid ang nanay.
   Lumaki sa bukid ang gulay.
4. Bumili ng damit si Rosa. → Bumili ng damit na pamasko si Rosa.
   Pamasko ang damit.
5. Bumabasa ng libro ang titser. → Bumabasa ng libro na hiniram sa library ang titser.
   Hiniram sa library ang libro.

Transformation is a process in generative grammar (which is responsible for New English that is sweeping the United States) and it is just as important as derivation. While derivation is primarily putting basic sentences together, transformation involves changing elements in one basic sentence--it could be word order or intonation or one morpheme, etc. Together, these two processes can make much of your study of your target language less difficult, perhaps even enjoyable.

Can you write a rule for the following change from statement to question in English?

1. The pig likes to play in the mud./
   Does the pig like to play in the mud?
2. Your shoes make a lot of noise when you walk./
   Do your shoes make a lot of noise when you walk?
3. Her friend cleans the floor daily./
   Does her friend clean the floor daily?
4. The toys lie on the floor all day./
   Do the toys lie on the floor all day?
5. Mary enjoys Filipino movies./
   Does Mary enjoy Filipino movies?

The first part of your rule which describes your basic sentence might look like this:

$$\boxed{\text{Subj.}_{\text{sg.}}} + \boxed{\text{Verb}_{+\,\underline{s}}} + \boxed{\text{Rest of the Sentence}} \longrightarrow$$

$$\boxed{\text{Subj.}_{\text{pl.}}} + \boxed{\text{Verb}_{\text{no }\underline{-s}}} + \boxed{\text{Rest of the Sentence}} \longrightarrow$$

What changes upon these are called for? As native speakers, you know the answer instinctively, but can you write a rule which a non-native speaker can follow easily? Writing rules like this in your target language for your own learning aids is important. The simpler the rule, the better it is. And, it must always be accurate.

Can you write rules for the following data?

Maragul ya y Jose.	'Jose is big.'
Makwalta ya ing lalaki.	'The man is rich.'
Malati ya ing bale.	'The house is small.'
Masaya ku.	'I am happy.'
Malungkut ya.	'He is sad.'
E maragul y Jose.	'Jose is not big.'
E makwalta ing lalaki.	'The man is not rich.'
E ku masaya.	'I am not happy?
E ya malungkut.	'He is not sad.'
E tamu mamangan.	'We're not eating.'
Miminum tamu.	'We are drinking.'
Masanting ya ing bale.	'The house is pretty.'
Malagu la.	'They are pretty.'
E la malagu.	'They are not pretty.'
E ka matas.	'You are not tall.'

You can write your rules only if you have defined your basic sentence from the above data, so that should be the first step in your procedure. Can you also list the meaningful units?

PART II

Now, you are ready to start working on your target language. Remember that analyzing data and writing rules are not your primary aims. Learning to speak the language is your primary concern. So, as you go through this section of your workbook, try to get as much as possible out of it through your rules; do not stop with these rules. Do the exercises faithfully. If you find the vocabulary load too heavy, choose only the items that you feel you need and master those. Have a file of things that you have mastered, including a list of your rules. And go back to previously learned material now and again.

A. The Sentence

As Nida said,[4] linguists generally start their analysis and description of a language from the smallest unit to the biggest combination of units which is the sentence. For your purposes, however, it would be more useful and practical to start from the larger unit; that is, it would be best to define the sentence first in your target language and then work from there.

You know from English that the sentence consists of a subject and a predicate, in that order. And you know from Tagalog that the components of a sentence are the same but in the reverse order, that is, predicate--subject. It is logical to expect a similarity between your target language and Tagalog and you can find this out by asking your informant to translate some basic English sentences for you.

a)

The girl is a teacher.

The teacher is an American.

The student is a scholar.

The woman is a nurse.

The boy is a driver.

b)

The house is big.

The school is new.

The store is small.

The church is old.

The table is dirty.

c)

The child is eating.

Rosa is singing.

Ruben is drinking milk.

Enya is buying a dress.

Pilar is giving a book to Ben.

---

[4] ~~[illegible]~~ *Ibid.*

You can divide your sentences into parts so as to mark the predicate and subject of each, thus:

Maganda ang bahay.

You can use arbitrary symbols for either part. For instance, the easiest would be to call them P and S, or A and B, or 1 and 2, whatever you wish.

From your knowledge of Tagalog, you will naturally be on the look-out, with your target language, for possible equivalents of ang and si. In some languages, as in Capampangan, you might find an additional particle in your sentence, in addition to the ang- or si- equivalents.

Once you have defined your sentence, then you can choose to add to your vocabulary by changing just one slot of your sentence:

The girl is pretty.

__________ ugly.

__________ thin.

__________ stout.

__________ dark.

__________ fair.

__________ intelligent.

__________ stupid.

__________ tall.

__________ short.

The weather is warm.[4]

____________ cold.

____________ cool.

____________ bad.

____________ good.

____________ just right.

The boy is good.[5]

___ food __________

___ meat __________

___ vegetable ______

___ milk __________

___ class _________

___ program _______

___ work __________

___ maid __________

___ laundrywoman____

---

[5] Good might have various translations, depending on your noun; so give the complete sentence. Also note, is there a difference between count nouns and mass nouns?

The mother is nice.

___ father ____________

___ older brother ______

___ older sister _______

___ grandfather ________

___ grandmother ________

___ mother-in-law ______

___ father-in-law ______

___ uncle ______________

___ aunt _______________

___ niece ______________

___ nephew _____________

___ cousin _____________

___ husband of one's sister ________

___ wife of one's brother __________

To these few useful words, you would like to add a lot more. Whenever an item that you add does not fit into the pattern that you have arrived at, you can treat that item as (1) possibly belonging to another pattern which you will therefore want to put aside for a while for future analysis, (2) or is a residue of the general pattern, an exception is generally what it would be called. You will find many items like this; you should not allow them to throw you off or your analysis.

Having listed quite a number of adjectives and nouns above, you would like to look into each of these groups. For nouns, you will want to check if your target language expresses number by changing forms as English does. You can expect, though, that number is optional in your target language as it is in Tagalog. In some of your languages, you will find number expressed by vowel lengthening, as in a group of nouns in Capapampangan, or by reduplication as in Ilocano and Pangasinan. Ask your informant to do this for you:

The blouse is new.	The blouses are new.
___ cap ______________	___ caps ______________
___ skirt ____________	___ skirts ____________
___ shirt ____________	___ Shirts ____________
___ handkerchief _____	___ handkerchiefs ______
___ necktie __________	___ neck ties __________
___ shoe _____________	___ shoes ______________
___ slipper __________	___ slippers ___________
___ sweater __________	___ sweaters ___________
___ boot _____________	___ boots ______________

The umbrella is new.	The umbrellas are new.
___ raincoat __________	___ raincoats ________
___ scarf ___________	___ scarves _________
___ hat _____________	___ hats ___________
___ sock ____________	___ socks __________

The girl (female) is intelligent.	The girls are intelligent.
___ boy (male) ______________	___ boys _______________
___ unmarried woman __________	___ unmarried women _____
___ unmarried man ____________	___ unmarried men _______
___ child ___________________	___ children ___________

You will watch out for possible accompanying plural markers, like changes in the particles preceding the nouns or in the adjectives.

This brings you to the other group of words that may or may not exhibit number in your target language, your adjectives. First, you will want to know how your adjective looks.

This is new.

_______ dry.

_______ wet.

_______ good.

_______ bad.

_______ good-smelling.

_______ foul-smelling.

_______ open

_______ closed.

_______ expensive.

_______ cheap.

_______ right.

_______ wrong.

_______ cold.

_______ hot.

This is lukewarm.

_______ early.

_______ late.

_______ kind.

_______ cruel.

_______ elegant.

_______ shabby.

_______ strong.

_______ weak.

_______ far.

_______ near.

_______ lucky.

_______ unlucky.

_______ full.

_______ empty.

_______ full (satiated).

_______ hungry.

_______ noisy.

_______ quiet.

_______ finished.

You will probably come up with at least two groups of adjectives, maybe more. The bigger group would begin with ma-. By changing the above into plural and going down your list again, can you tell how your adjective groups form their plural? Are there particles that go with your plural adjectives?

After you have defined your sentence, it would be best to try two transformations on your earlier data: the question transformation and the negative transformation.

Is the girl a teacher?

Is the house big?

Is the child eating?

Is Pilar giving a book to Ben?

Is Enya buying a dress?

The office is not big.

The principal is not old.

The book is not thick.

Lily is not studying.

Luis is not teaching.

If you think you have a clue as to the formation of a question and a negative statement, write a formula that you think would best describe each transformation. Again, suit yourself in writing your formula--use whatever seems easiest and most helpful to use. In Tagalog, a simple formula for the question transformation would be like this:

1 , 2 ⟶ 1 + ba + 2
(Maliit, ang bahay) (Maliit + ba + ang bahay?)

where 1 is your predicate and 2 your subject. You might have used P and S earlier or A and B; You will have to use the same to describe your question transformation and all subsequent transformations. In other words, you have to be consistent with your symbols to keep from being confused later on.

Some languages (like Ilocano, Pangasinan and Capampangan) do not have question markers, so, if your target language happens to be one of these, it is especially important for you to use your intonation symbols now, especially for the rising and falling contrast. In Capampangan, the change from statement to question is marked not only by a change in intonation but also by some vowel changes. It is important that these are marked accurately on your paper.

This is the most logical time to learn "yes" and "no" if you have not yet. Ask your informant for polite equivalents, in case there are some in your target language.

Are you from Boston? ⟶	Yes, I'm from Boston.
	Yes, sir, I'm from Boston.
	[redacted]
	Yes, ma'am, I'm from Boston.
Is he a volunteer? ⟶	No, he is not a volunteer.
	No, sir, he is not a volunteer.
	[redacted]
	No, ma'am, he is not a volunteer.

[redacted] Instead, of sir, [redacted] and ma'am, you can simply use opo and oho and it could be simpler for you and your informant.

In English sentences with the different forms of be, the negative transformation is easy to formulate:

1 , 2 ——→ 1 + not + 3
The girl is, pretty. The girl is + not + pretty.

You notice where the cut is made in the first sentence--it is not a division between subject and predicate. It is between is (with all that comes before it) and the rest of the sentence. This is an economical way of dividing it and then writing a formula or rule for the change. You can, of course, describe it like this;

The girl is pretty. ——→ The girl is not pretty.
1 2 3 1 + 2 + not + pretty.

but do you see that there is really no point in separating is from the subject in this particular sentence type? In other words, find yourself an accurate description that is also economical in terms of symbols.

Go over the earlier sentences again and then write a possible rule for the negative transformation in your target language. Then, do the following, using your rule. Ask your informant if you are producing acceptable sentences. If you are, your rule is probably right.

a)
The boy is not rich.

____________ poor.

____________ handsome.

____________ big.

____________ naughty.

b)
The plate is not new.

___ cup ____________

___ spoon ____________

___ fork ____________

___ knife ____________

___ glass ____________

___ tray ____________

___ can opener ______

___ pot ____________

___ frying pan ______

c)

The chalk is not good.

___ blackboard __________

___ eraser ____________

___ pointer ___________

___ desk ______________

Using the following semantically related words, write basic sentences and then, following your interrogative- and negative- transformation rules, change these basic sentences into questions and negative statements.

a) Body parts: head, hair of the head, nose, eyes, ear, neck, arm, hand, finger, stomach, heart, leg, foot, toe, bone, blood, flesh.

b) Articles used in native occupations: hoe, plow, hammer, saw, iron, ax, nails, planks, banca, bow, spear, gun.

c) Parts of the house: living room, bedroom, dining room, bathroom, kitchen, roof, stairs, porch.

d) Geographical objects: river, stream, ocean, lake, hill, mountain, valley, forest, field, road, path.

e) Fauna: cat, dog, horse, carabao, pig, cow, goat, lion, tiger, mouse, flea, fly, mosquito, bee, bird, fish.

You can add other categories as you go along. It is usually easier to do it this way, according to semantic relationships, because you give your data some kind of organization, and if you are filing your entries, this is the most systematic way to do it.

Your interrogative transformation can be applied to your negative transformation. Thus, in Tagalog, you can have something like this to describe your negative transformation:

$S \Longrightarrow \underline{\text{hindi}} + S$ (on condition that the subject of S, which is your sentence, is introduced by ang or si. Application of the interrogative transformation on hindi + S would result in this

$\text{hindi}, S \Longrightarrow \text{hindi} + \text{ba} + S$ (if the condition above is met)

It is possible that this description would hold for your target language, as it does for Bikol and Hiligaynon, but other languages would have quite different descriptions.

Apply whatever tentative rule you have formulated upon these:

The dress is not clean.

The button is not round.

The blouse is not white.

The skirt is not short.

The scarf is not wide.

The rice is not hot.

The soup is not hot.

The pork is not hot.

The beef is not hot.

The fish is not hot.

B. Substitutes for Parts of the Sentence

1. Pronouns

Having defined your sentence, you know by now the structure of your predicate and your subject. The next step would be to look into the possibility of using other word groups in the slots occupied by your listing. This, of course, brings you to the pronouns.

a) The Pronouns Replacing the Subject -- Using a paradigm would perhaps be most helpful:

I am a student.

You are a student.

He is a student.

She is a student.

We (he and I) are students.

We (you & I) are students.

You (pl.) are students.

They are students.

There are a number of things to be on the look out for, with these pronouns, depending on what your target language is. In Ilocano, for instance, you might be thrown off if you get just one word for the first sentence--your paradigm and therefore think there is no overt first person singular pronoun; e.g.,

Estudiyantiak.

A comparison with the other sentences in the paradigm supported by a few more examples using the first person singular pronoun will point out the Ilocano I to you.

I'm from Vigan.

I'm studying.

I'm tall.

I'm a Peace Corps Volunteer.

I'm from Boston.

Also in Ilocano, you will find the third person singular pronoun optional. This is true in Pangasinan also.

In some languages, you will find a clear distinction between a

you (sg.)- and - I pronoun

and a

you (pl.)- and - I pronoun. To make sure you don't miss it unintentionally, it would be best to include it in your paradigm above; thus:

We (you, sig. and I) are students.

We (you, pl. and I) are students.

In some languages, the form is near-obsolete (as in Tagalog), in others like Capampangan, it is just as frequently used as the others.

You will want to know if there are formal changes in the pronouns when you apply your interrogative- and negative- transformations, so construct some sentences to find out, e.g.

I am a teacher. ⟶ Am I a teacher? ⟶ I'm not a teacher.

You are a dentist. ⟶ Are you a dentist? ⟶ You're not a dentist.

She is a pharmacist. ⟶ Is she a pharmacist? ⟶ She's not a pharmacist.

He is a doctor. ⟶ Is he a doctor? ⟶ He's not a doctor.

We (you, sg. & I) are students. ⟶ Are we students? ⟶ We're not students.

We (you, pl. & I) are engineers. ⟶ Are we engineers? ⟶ We're not engineers.

We (he and I) are lawyers. ⟶ Are we lawyers? ⟶ We're not lawyers.

You (pl.) are merchants. ⟶ Are you merchants? ⟶ You're not merchants.

They are soldiers. ⟶ Are they soldiers? ⟶ They're not soldiers.

If you see a patterning just from the above data, you can check your hunch by translating additional material by yourself and checking later with your informant:

a)

Roger:	I'm Roger, Are you Jose?
Jose:	Yes, I'm Jose.
Roger:	I'm a Peace Corps Volunteer. Are you a student?
Jose:	No, I'm not a student. I'm a janitor.

b)

Jose:	You are tall. Is Bill tall?
Roger:	He isn't tall. You are tall. You and I are tall.
Jose:	Peggy is tall. Aren't you and I and she tall?
Roger:	We are (tall).

c)

Bill: Roger is not rich. Jose is not rich. They are not rich.

Pedro: Are you rich?

Bill: I am (rich). Are you (rich)?

Pedro: No. I'm poor. They are poor.

Bill: Aren't they farmers?

Pedro: No, they are not. They are fishermen.

You will also want to know if there are special uses for certain pronouns, like using the plural to address an older person or a stranger to show respect. See what you get from these:

How are you, sir?

Who are you, sir?

Come in, sir.

Sit down, sir.

Have a drink, sir.

b) Demonstratives: Also Replacing the Subject

The carabao is strong.

This is strong.

That is strong.

These are strong.

Those are strong.

To avoid confusion from the very start, it would be good to take a hint from the Tagalog distinction between _iyan_ and _iyon_ and try to find out if the same distinction is found in your target language also.

The box is heavy.

That box (near you) is heavy.

That box (near the window, far from us) is heavy.

These boxes are light.

Those boxes (near you) are light.

Those boxes (by the door, far from us) are heavy.

Gestures would help a lot in trying to get the translations of these rather than saying the parenthetical phrases. So, ask your informant to ask you the following and see if you can give him the proper response. Tell him to point to objects as he asks you the questions:

Is this heavy?

_______ light?

_______ new?

_______ old?

_______ blue?

_______ green?

_______ yellow?

_______ red?

_______ black?

_______ white?

Are these round?

_________ square?

_________ long?

_________ short?

_________ oblong?

Are those triangular?

_________ rectangular?

_________ thin?

_________ Thick?

_________ medium?

Tell your informant to go over the list again, this time unscrambling the demonstratives so that you can learn to use them automatically.

c) Pronouns Replacing the Predicate: Possessives

The book is mine.

The book is yours.

The book is his.

The book is hers.

The book is ours (yours (sg.) & mine)

The book is ours (yours (pl.) & mine)

The book is ours (yours, his, & mine)

The book is yours.

The book is theirs.

Just to make sure you learn this important set of pronouns, you can devise drills with your informant in which you take turns asking questions and giving the answers. Try these. Write the equivalents below the questions and the answers opposite the question.

Is the apple hers?

Is the orange his?

Are the bananas theirs?

Is the mango yours (sg.)?

Is the mango yours (pl.)?

Is the bread mine?

Is the butter ours (yours (sg.) & mine)?

Is the cake ours (yours & his & mine)?

Is the candy mine?

Is the fruit mine?

Is the chocolate mine?

Is the coffee yours (sg.)?

Is the tea yours (sg.)?

Is the ice yours (sg.)?

Is the egg ours (hers & mine)?

Is the meat ours (yours (sg.) & mine)?

Is the milk ours (his & mine)?

Is the rice ours (yours (sg.) & mine)?

Is the fish ours (yours (pl.) & mine)?

Is the salt ours (yours (pl.) & mine)?

Is the vinegar yours (pl.)?

Is the pepper yours (pl.)?

Is the sauce yours (sg.)?

Is the tomato yours (sg.)?

Is the soup mine?

Is the sugar theirs?

Is the coconut mine?

Is the avocado yours (sg.)?

Is the lemon ours (yours & mine)?

Is the grapefruit ours (his & mine)?

Another round with the same material using your negative pattern would help you some more with these pronouns.

2. Question Words -- Just like the above possessive pronouns, question words in Philippine languages replace the predicate.

Who is Pedro?

Where is Maria?

Where is the book?

When is the party?

Whose is the book?

Who has the book?

Who is the book for?

Which is the book?

There are a number of things to watch out for with these question words. One of them is the possibility of the presence of a plural form. In Tagalog, for instance, sino 'who' may be pluralized into sinu-sino if the subject is a plural noun. This might be true, too, in your target language. The pluralization might be signalled by reduplication or by some other process. You can find out by asking your informant for the equivalents of these:

Who are coming?

Where are the books?

Which are the pens?

Whose are the pencils?

You will need to be sure as to whether the pluralization of these forms, if they occur in your target language, is always necessary (or obligatory) or if it may be omitted (or optional).

The proper answers to these questions, of course, need special attention. Can you tell what the proper answers are, from this data?

The book is the girl's.

______________ titser's.

______________ classmate's.

______________ principal's.

______________ janitor's.

______________ Lucia's.

______________ Benito's.

______________ Mario's.

______________ Rita's.

______________ Gloria's.

______________ mine.

______________ yours (sg.)

______________ his

______________ hers

______________ ours (yours, sg., & mine)

______________ ours (hers & mine)

______________ ours (yours, pl. & mine)

______________ yours (pl.)

______________ theirs.

The book is for the neighbor.

__________________ maid.

__________________ Fausto.

__________________ Evelyn.

__________________ me.

__________________ him.

The book is for us (you & me.).

______________ us (him & me).

______________ you (sg.).

______________ you (pl.)

The magazine is with her.

___________________ Ray.

___________________ the child.

___________________ them.

___________________ Lulu.

It could be that your target language would have more than one form for one question word and also more than one pronominal form in answer to the particular question. When this is the case, as with Capampangan's anta yu vs. nukarin ya, you will need more data to establish the difference between the forms, if there is a difference.

Where is Jose?

Where is the teacher?

Where is mother?

Where is Francisco?

Where is the librarian?

Where is New York?

Where is Paris?

Where is the Eiffel Tower?

Where is Malacañang?

Where is Bilibid Prison?

Where is the newspaper?

Where is the comic page?

Where is the pamphlet?

Where is the catalogue?

Where is the magazine?

Jose is in Manila.

The teacher is in school.

Mother is at home.

Francisco is in the office.

The librarian is in the library.

New York is in the United States.

Paris is in France.

The eiffel Tower is in Paris.

Malacañang is in Manila.

Bilibid Prison is in Manila.

The newspaper is here.

The comic page is there (near you).

The pamphlet is there (far from us).

The catalogue is there (near you).

The magazine is here.

This last group should bring you back to your demonstratives earlier. In Tagalog, there is a very close relationship between these and the demonstratives.

Ito -- nandito/ dito

Iyan -- nandiyan / diyan

Iyon -- nandaon / daon

In Tagalog, ito/iyan/iyon can always replace nouns, thus:

Maganda ang upuan.

Maganda ito

If we had sa Paris ang Eiffel Tower we should expect sa ito ang Eiffel Tower. What we get, however, is dito ang Eiffel Tower. It looks like the sequence sa + ito always becomes dito, sa + iyan becomes diyan, and sa + iyon becomes daon. Perhaps you can work out a similar rule in your target language for the equivalents of these three forms. Then you might try these:

The capitol building is there (over there).

The school is there (over there).

The hospital is there (over there).

The municipal building is here.

The market is here.

The municipal building is here in the town.

The hospital is there in the town.

The school is there in the barrio.

The market is here in the capital.

The police headquarters is there in St. Rosa.

You can also try, after these exercises, to go over a map and ask your informant for various places in the Philippinesor your area of assignment. You may or may not come up with other uses of dito/diyan/daon vs. nandito/nandiyan/nandaon in your target language.

C. The Verb

From your knowledge of Tagalog, you can expect verbs in your target language to be made up of roots and affixes. These roots, as in Tagalog, can be classified according to the affixes they take in expressing time and/or completion of an action (that is, aspect) and in putting the most important idea in the sentence in subject position (that is, focus).

1. Aspect

a) Imperfective

Identifying the root by itself is not necessary because you will be able to identify it easy enough after translating a few sentences. Your first objective as far as the verbs are concerned, therefore, is to know the affixes and group the verbs according to these affixes.

If your target language is Hiligaynon or Bicol, you need not concern yourself with grouping because in the former you will find only one big group. In the latter, you might find a second small group that does not follow the majority grouping. But the group is so small, and its members can take the affixes of the big group, that you should have no trouble with it.

Here are some useful verbs you might want to use:[6]

The boy is eating.

__________ drinking.

__________ reading.

__________ writing.

__________ studying.

---

[6] If your target language is Ilocano, see p.30, and if it is Capampangan, see p. 31.

The boy is talking.

__________ reciting.

__________ asking (a question).

__________ counting.

__________ repeating (something).

__________ worrying.

__________ working.

__________ laughing.

__________ smiling.

__________ playing.

__________ walking.

__________ running.

__________ riding a bus.

__________ getting off a bus.

__________ jumping.

__________ climbing up.

__________ dancing.

__________ singing.

__________ playing a musical instrument.

__________ buying.

__________ borrowing (something).

__________ asking (for something).

__________ bringing (something).

__________ giving (something).

__________ coming.

__________ leaving.

__________ moving (to a new place).

__________ waiting.

The boy is hurrying.

__________ washing (face).

__________ washing (hands).

__________ combing (hair).

__________ brushing (teeth).

__________ putting on shoes.

__________ putting on clothes.

__________ washing (clothes).

__________ cooking.

__________ working.

__________ cleaning.

__________ earning (something).

If your target language is Ilocano, try this grouping:

The man is laughing.

__________ dancing.

__________ singing.

__________ playing a musical instrument.

__________ making (something).

__________ reading.

__________ studying.

__________ writing.

__________ speaking.

__________ thinking.

__________ asking (a question).

__________ riding a jeep.

__________ getting off.

__________ waiting.

__________ hurrying.

The man is combing (hair).

_________ brushing (teeth).

_________ washing (face).

_________ washing (hands).

_________ working.

_________ cooking.

_________ cleaning.

The girl is eating.

__________ walking.

__________ going.

__________ getting (something).

__________ giving (something).

__________ bringing (something).

Miguel is buying (something).

_________ borrowing (something).

_________ asking for (something).

_________ drinking.

_________ jumping.

_________ climbing up.

_________ leaning.

_________ betting.

_________ haggling.

_________ growing old.

_________ growing big.

If you target language is Capampangan, try this re-grouping. These are about the same verbs as above, but the re-grouping might help you arrive at your affixes quicker.

The children are writing.

_______________ walking.

The children are fighting.

_______________ moving (to a new place).

_______________ haggling.

_______________ singing.

_______________ studying.

_______________ working.

_______________ talking.

_______________ saying thanks.

_______________ smoking.

_______________ cleaning.

_______________ cooking.

_______________ working.

_______________ taking a walk.

_______________ going on vacation.

_______________ suffering.

_______________ bringing something.

_______________ riding a bus.

_______________ riding a jeep.

The women are praying.

____________ waiting.

____________ hurrying.

____________paying.

____________ looking (for something).

____________ borrowing.

____________ asking (for something).

____________ earning.

____________ washing (clothes).

____________ washing (face).

The women are combing (hair).

____________ brushing (teeth).

Luisa is coming.

________ knocking.

________ jumping.

________ climbing.

________ getting down.

________ swimming.

________ betting.

________ getting big.

________ buying.

________ counting.

________ smoking.

________ getting (something).

________ making (something).

________ thinking.

________ lifting (something).

Luis is eating.

_______ drinking.

_______ leaving.

_______ making something wet.

_______ laughing.

_______ borrowing.

_______ asking (for something).

Are you able to define or isolate the roots in your target language? How many affixes have you identified? How is the equivalent of the -ing- form formed? Can you write a rule for its formation? In Tagalog, the formation is like this for one group:

$$\boxed{\text{ROOT}} \longrightarrow \boxed{\text{nag}} + \boxed{\begin{array}{l}\text{1st Consonant}\\ \text{\& 1st Vowel of Root}\end{array}} + \boxed{\text{Root}}$$

Is the formation the same in your target language?

Taking a clue from Tagalog again, you will want to exhaust the possible equivalents of this form in English. So, choose a semantically related group and look at their equivalents:

The carpenter saws everyday.

____________ hammer ________

____________ paint ________

____________ chisel ________

____________ build ________

The carpenter was sawing yesterday.

________________ hammer __________

________________ paint __________

________________ chisel __________

________________ build __________

Is the form used for these two groups the same as the form used for "The carpenter is hammering now?" If it is, then your target language is behaving in a way similar to Tagalog in exhibiting aspect rather than tense, that is, it is more concerned with the action being either completed or not, rather than with the time the action took place. The form which expresses an action that has been begun but not completed is said to be in the imperfective aspect. It is more or less equivalent to these English tenses:

The boy eats. -- simple present.

The boy is eating. -- present progressive.

The boy was eating. -- past progressive.

Later, you might find that it is also equivalent to "The boy will be eating." -- future progressive.

b) Perfective

To get other aspect forms of your verbs, go back to your earlier list, using this pattern.

Joselito ate.

________ drank.

________ read.

________ studied.

Joselito talked.

________ etc.

Is there a difference in your imperfective and perfective (these are completed actions) forms? Is it in the affix that you find the difference? Or is it a change in a vowel sound? Is it repetition of a syllable (that is, reduplication) or loss of it? If you had grouped your verbs in the earlier list, does your grouping still hold? Can you write a rule similar to this one now?

Tagalog:

IMPERFECTIVE PERFECTIVE

$$\boxed{\underline{\text{nag-}}} + \boxed{\begin{array}{l}\text{1st Consonant}\\ \text{+ 1st Vowel}\end{array}} + \boxed{\text{Root}} \longrightarrow \boxed{\underline{\text{nag-}}} + \boxed{\text{Root}}$$

c) Future

Follow the same procedure to arrive at your future forms. Go back to your verb list and see what you get. Then expand your rule similar to this:

IMPERFECTIVE PERFECTIVE FUTURE

$$\boxed{\underline{\text{nag-}}} + \boxed{\begin{array}{l}\text{1st Consonant}\\ \text{+ 1st Vowel}\end{array}} + \boxed{\text{Root}} \rightarrow \boxed{\underline{\text{nag-}}} + \boxed{\text{Root}} \rightarrow \boxed{\underline{\text{mag-}}} + \boxed{\begin{array}{l}\text{1st Consonant}\\ \text{+ 1st Vowel}\end{array}} + \boxed{\text{Root}}$$

Once you have your rule, you are ready to sit down and learn and memorize your verbs. You will need drills to learn to produce the forms automatically. Ordinarily, you should be doing the drills before writing rules to help you remember your verbs, but since you have to identify your various groups first, your rule emerges earlier. Construct a drill similar to the example given below, based on your verb grouping. Ask your informant to give you the cues and try to go through the drill fast and automatically. It will take time, but this is the only way to master the groups as well as the forms. If your target language is Ilocano or Capampangan, you can use the grouping given earlier. If your language is Hiligaynon, you have no problem of grouping.

The farmer is eating now.

____________ drink ______

____________ work _______

_________________ yesterday.

___ man ___________________

_________________ tomorrow.

____________ plow ________

____________________now.

____________________ yesterday.

_____________ eat ___________

To master the uses of the forms, construct exercises similar to these:

He eats crabs, but he isn't eating now.

He drinks beer, but he isn't drinking now.

He dances the tinikling, but he isn't dancing now.

He sings folk songs, but he isn't singing now.

He studies Chavacano, but he isn't studying now.

He speaks Waray-waray, but he isn't speaking now.

He was writing while she was reading.

He was eating while she was working.

He was playing (the piano) while she was singing.

He was dancing while she was playing (the guitar).

He was reading while she was eating.

He ate while she worked.

He wrote while she read.

He played (the piano) while she sang.

He danced while she played (the guitar).

He read while she ate.

He has come.

He has left.

He has moved.

He has gotten married.

He has grown old.

He had spoken when you came.

______ said thanks when you came.

______ said good-bye when you came.

______ gone on vacation when you came.

______ taken a walk when you came.

I will be waiting when you arrive tomorrow.

I will be working when you arrive tomorrow.

I will be reading when you arrive tomorrow.

I will be writing when you arrive tomorrow.

I will be cooking when you arrive tomorrow.

If you can construct more exercises like these and really do them well with your informant, the natural interference caused by your English tense system would become less and less in mastering the aspect system of your target language. In constructing your exercises, you will naturally want to add more words to your vocabulary. Remember always to choose semantically related words, e.g.;

It is raining/showering.

There is a typhoon/lightening/thunder/flood.

The child is sleeping/sitting down/standing up/lying down/ (in the process of doing so).

d) Recent Perfective

In some languages, there is another aspect from that expresses an action which has just been completed (it has been called recent perfective). Find out if your target language belongs to this group:

I've just eaten.

He just left.

We just arrived.

They just sang.

The class just finished a project.

He just mailed a letter to you.

I just received a letter.

Maria just sent a cable.

Rita just had a baby.

The baby just came from the hospital.

If it does, a good exercise to learn this verb form would be to contrast it with the perfective.

The teacher arrived yesterday.	——>	The teacher just arrived.
The mailman left yesterday.		The mailman just left.
Mother went to Manila yesterday.		Mother just left for Manila.

Father worked in the garage yesterday.	Father just worked in the garage.
The children studied the lesson yesterday.	The children just studied the lesson.
The radio played good music yesterday.	The radio just played good music.
The girls went to the movies yesterday.	The girls just went to the movies.
The maid cooked *adobo* yesterday.	The maid just cooked *adobo*.
The boy planted eggplants yesterday.	The boy just planted eggplants.
They harvested rice yesterday.	They just harvested rice.

2. Focus

a) Object-Focus

You know of the intransitive-transtive verb classification in English and it is as good a place as any to start from in studying the concept of *focus* in your target language. If you go back to your list of verbs earlier, you will notice that some of them are obligatorily transitive in English (that is why we put 'something' or other in parenthesis). Is this true, too, in your target language? Or can your verbs stand alone without a direct object?

The lady is buying a dress.

The boy is borrowing a book.

The child is asking for a cracker.

Mother is waiting for a taxi.

Dindo is looking for a book.

How is the object expressed in your target language? Is a particle used, as in Tagalog? Can you go over your list of verbs again, construct sentences following this specific pattern, and see if you come out with correct constructions? Does your target language have substitutes for the noun (object) after your verb?

Rosa is eating a cake.

Rosa is eating this.

Rosa is buying that (near you).

She is borrowing that (far from you & me).

They are asking for those (near you).

They are looking for those (far from you & me).

In Tagalog, you get something like this:

Mahusay ang lapis.	Bumibili siya ng lapis.
Mahusay ang kotse.	Gumamit siya ng kotse.
Mahusay ang libro.	Humihiram siya ng libro.
Mahusay ito.	Humihingi siya nito.
Mahusay iyan.	Humihingi siya niyan,
Mahusay iyon.	Humihingi siya noon.

Can you make a tie-up between *ito/iyan/iyon* and *nito/niyan/noon*? *Ang* + *ito* is re-written *ito*; how is *ng*+ *ito* re-written? Does your target language have something similar to this? Can you establish the correspondence now?

Keep your list of sentences and transform them into another pattern, like this:

The lady is buying the dress.

The boy is borrowing the book.

The child is asking for the cracker.

Mother is waiting for the taxi.

Dindo is looking for the book.

Are there changes that take place? In your verb? In your subject or doer of the action? In your object or receiver of the action? Is there a change in word order? Do you find your verbs falling into different groups once again? Are the members of a given group in this construction the same as the members of one of your earlier groups? In other words, can you establish a correspondence between verbs of the earlier construction (which are in *actor* focus) and the verbs of this construction (which are in *object* focus)?

You naturally have tentative answers to these questions based on your two sets of sentences. To test the accuracy of your answer, you can construct an exercise like this:

The man is drinking coffee. ⟶ The man is drinking the coffee.

__________ buy ___________

__________ ask for _______

____________________ money.

__________ borrow _________

______________________book.

__________ read ___________

__________ tear __________.

__________ use __________

______________________box.

You will want exercises for each group of verbs that you isolate, and for each group it would be good to have before you a chart or formula to help you remember the correspondence between your actor focus form and your object focus form. In Tagalog, you can do it this way:

Verb Pattern (mag-):

ACTOR FOCUS						OBJECT FOCUS				
nag-	+	1st Consonant + 1st Vowel	+	Root	→	1st Consonant	-in-	1st Vowel	+	Root

Sentence Pattern:

ACTOR FOCUS						OBJECT FOCUS				
Verb	+	ng- Noun (receiver)	+	ang- Noun (doer)	→	Verb	+	ang- Noun (receiver)	+	ng + Noun (doer)

Go back to your first long list of verbs above, add objects to each sentence whenever you can, and change each to object focus.

Follow the procedure you took in trying to arrive at the aspect forms of the actor focus verbs, to arrive at the aspect forms of the object focus verbs.

The child is reciting the poem.

The child recited the poem.

The child will recite the poem.

The teacher is ringing the bell.

The teacher rang the bell.

The teacher will ring the bell.

The boy is erasing the board.

The boy erased the board.

The boy will erase the board.

Don't forget to apply your interrogative-negative-, and negative-interrogative transformations, for review of these patterns and for mastery of the focus pattern:

Maria is washing the plate.	→	Is Maria washing the plate?
Maria isn't washing the plate.		Isn't Maria washing the plate?

A good drill on these object forms which might also give you one of the most frequently used phrases in your target language is to use this question pattern: What are you doing?

____________ eat

____________ drink

____________ buy

____________ sing

____________ read

____________ etc.

b) Ng- Pronouns

Have you noticed a slight difference between sentences like these:

The driver is driving the jeep.

The man is buying the jeep.

The mechanic is fixing the car.

Jose is driving the jeep.

Lito is buying the jeep.

Ernesto is fixing the car.

Do you have particles that correspond with an earlier set? In Tagalog, you find a ang/ng and si/ni correspondence. Do you find a similar correspondence?

Perhaps there is a similar correspondence in the pronouns also. Try to find out.

I am buying a car.	I'm buying the car.
You are buying a car.	You're buying the car.
He is buying a car.	He's buying the car.
She is buying a car.	She's buying the car.
We (you,sg. & I) are buying a car.	We're buying the car.
We (you,pl. & I) are buying a car.	We're buying the car.
We (he & I) are buying a car.	We're buying the car.
You are buying a car.	You're buying the car.
They are buying a car.	They're buying the car.

Use two or three verb forms, and then settle down to a drill with your informant on this new set of pronouns. Ask your informant to read the cues and you giv the complete answer.

Are they buying the house?	Yes, they're buying the house.
________________ car	Yes, they're buying the car.
________ rent ________	Yes, they're renting the car.
________________ apartment.	Yes, they're renting the apartment.
________ paint ________	Yes, they're painting the apartment.
________________ car	Yes, they're painting the car.
________ test ________	Yes, they're testing the car.
____ he ____________	Yes, he's testing the car.
____ she ____________	Yes, she's testing the car.
____ you (sg.) ________	Yes, I'm testing the car.
________ buy ________	Yes, I'm buying the car.
________________ book	Yes, I'm buying the book.
________ read ________	Yes, I'm reading the book.
____ I ____________	Yes, you're reading the book.
________ borrow ______	Yes, you're borrowing the book.
________________ pen	Yes, you're borrowing the pen.
____ you (pl.) ________	Yes, you (pl.) are borrowing the pen.
________ give away_____	Yes, you (pl.) are giving away the pen.
____ I ____________	Yes, you (sg.)'re giving away the pen.
____ you (sg.) ________	Yes, I'm giving away the pen.
____ we (you,sg. & I) _____	Yes, we're giving away the pen.
________ use __________	Yes, we're using the pen.
____ we (you,pl.& I) _____	Yes, we're using the pen.
________________ car	Yes, we're using the car.
____ we (he & I) ________	Yes, we're using the car.
________ renting ________	Yes, we're renting the car.

____ I ______________	Yes, you're renting the car.
____ you (sg.) _______	Yes, I'm renting the car.
____ we (he & I) _____	Yes, we're renting the car.
____ we (you & I) _____	Yes, we're renting the car.

Go over this exercise once more, using the perfective forms of the verbs, and then the future forms. Mastery of this set of pronouns is important because it appears in all subsequent focuses.

You might also want to find out if this set of pronouns can act as possessive like they do in Tagalog, e.g.

Mahusay ang aking libro. ⟶ Mahusay ang libro ko.

Ask your informant for a few more sentences. If they behave like the Tagalog set, then you can say that your target language has two sets of possessive pronouns.

Perhaps you would find a table like this helpful, if you put in the correct forms of your pronouns.

		Doer, in Actor-Focus.	Doer, in Object-Focus Possessive After Noun	Possessive Before Noun
SING.	1st Person			
	2nd Person			
	3rd Person			
PLURAL	1st Person Dual			
	1st ~~2nd~~ Person Inclusive ~~Dual~~			
	1st ~~2nd~~ Person Exclusive			
	2nd Person ~~Inclusive~~			
	3rd Person			

c) Benefactive Focus

You can expect other affixes in your target language for this particular focus. And you should be on the look out for the following:

1) How do you transform the following actor focus sentences into benefactive focus:

Minda is buying a dress for mother.

Jorge is making coffee for the boss.

Nettie is sewing a dress for Madu.

2) Are there changes that occur in the verb form?

3) What is the equivalent of the for- phrase in the actor-focus sentence?

4) What are the aspect forms of your verb in this focus?

5) Do your verbs fall into groups similar to your earlier groupings? Do the following exercise with your informant. Ask him to do the first column and you do the second. Tell him to listen closely to you as you do your part. The underlined portion is the focus of the sentence.

Pedro is buying a dress for Dorothea.	Pedro is buying a dress for Dorothea.
The student is borrowing a book for Neva.	The student is borrowing a book for Neva.
The man is asking for a box for Linda.	The man is asking for a box for Linda.
The carpenter is building a house for the landlord.	The carpenter is building a house for the landlord.
The mechanic is fixing a car for the customer.	The mechanic is fixing a car for the customer.
Macario is renting an apartment for the family.	Macario is renting an apartment for the family.
Pedrito is bringing a flower for the teacher.	Pedrito is bringing a flower for the teacher.
Antonio is writing a letter for grandfather.	Antonio is writing a letter for grandfather.
Cynthia is catching a butterfly for the child.	Cynthia is catching a butterfly for the child.
Remy is sewing a blouse for Cynthia.	Remy is sewing a blouse for Cynthia.

For practice on the aspect forms, try doing this. Translate the first sentence and do the rest as your informant gives you the cues.

The boy is making a toy for Rene now.	The boy is making a toy for Rene now.
__________ buy ____________________	The boy is buying a toy for Rene now.
__________ borrow ________________	The boy is borrowing a toy for Rene now.
____________________________yesterday.	
______________________ Evelyn ________	
___________________book ______________	
__________ read ____________________	

The boy is reading a book for Evelyn now.

__________ ask for ______________________

_____________________ money _____________

______________________________ tomorrow.

_____________________ food _____________

_____________________ candy ____________

__________ buy _________________________

__________ get _________________________

__________ bring _______________________

__________________________________now.

______________________________yesterday.

_____________________ flowers _________

__________ pick ______________________

__________________________________now.

_____________________ mangoes ________

__________ peel ______________________

_____________________ bananas ________

______________________________ yesterday.

__________ sell ______________________

_____________________ newspapers ______

_________ buy __________________________

_________ bring ________________________

__________________________________ now.

Gloria ________________________________

____________________________man _______

_____________________________tomorrow.

__________ read _______________________

Try the same with pronouns:

He is buying a book for her.

You (sg.)____________________

They ________________________

We (you & I) ______________

You (pl.) __________________

____________________________ me

____________________________ him

____________________________ us (him & me)

____________________________ them

I _______________________________

We (dual)_________________________

______________________________ him

You (sg.)_________________________

_______________________________ me

______________________________ us (you & me)

She ______________________________

________________________________ him

I __________________________________

I ______________________________ you (sg.)

________________________________ you (pl.)

Apply your interrogative and negative transformations on the above. Are there changes in word order, etc? Go through the two sets of exercises again, with your informant giving you the cues, and you give first the interrogative equivalents and then the negative ones.

d) Other Focuses: Locative, Causative, Instrumental

Whenever you can, use Tagalog instead of English when trying to get equivalents of the following:

Locative:

I gave the book to Pedro.

We went to see the girl.

Rudy is buying bread for the store.

Mother is asking Father for money.

Marita is bringing the teacher some flowers.

Causative:

The teacher is angry because of your tardiness. (Your tardiness caused the teacher to become angry.)

The child went hungry because of his playing. (His playing caused the child to go hungry.)

The girl was embarrassed because of her dress. (Her dress caused the girl to be embarrassed.)

Oscar was happy because of your arrival. (Your arrival caused Oscar to be happy.)

The baby woke up because of the noise. (The noise caused the baby to wake up.)

Instrumental:

The dress is used for parties.

The suit is used for going to church.

The money is used for going to movies.

The pants are used for working in the garage.

The money is used for paying the rent.

These three focuses are not as commonly used as actor- and object-focus, but it pays to examine them and get to learn to use them. Identify the affixes for each; get to their aspect forms, and do drills on them. Eachof these might have actor focus equivalents which may or may not sound too natural. Your informant can tell you which is more often used and more natural. In Tagalog, you can set up a correspondence between actor and caustive constructions like this:

Nagalit si Pedro dahil sa ingay. ----> Ikinagalit ni Pedro ang ingay.

Ask your informant for possible equivalents of dahil sa, sa pamamagitan nga, in case these are used in your target language.

Do your verbs fall into the groupings you had earlier set up? Do you see correspondences, as in the case of Tagalog where you have this:

Actor	Object	Benefactive	Locative	Causative	Instrumental
mag-	-in-	ipag-	pag-..-an	ikapag-	ipang-

Can you fill in this chart:

Focus	Perfective	Imperfective	Future	Recent Perfective
Actor				
Object				
Benefactive				
Locative				
Causative				
Instrumental				

Can you now re-write all your verbs into groups, according to the actor-focus affixes that they take?

3. Command and Request Forms

(a) Commands

Come here.

Go there.

Get a book.

Solve a problem.

Read a paragraph.

Raise your hand.

Repeat the question.

Answer the question.

Close your book.

Pass your papers.

Buy for him.

Borrow for him.

Ask (for something) for him.

Get (something) for him.

Pay for him.

Read to him.

Give him (something)

Bring him (something)

Call him up.

Teach him.

Do you see a pattern in the command sentence type? Is it the same as the sentence type you had earlier defined?

In some languages, the command forms are identical with the future forms. Are they in your target language? Go over the long list once more, change as many as you can into commands in as many focuses as possible. Follow your grouping, to check its accuracy once more.

Change the above commands into negatives. Do they pattern like your earlier sentence pattern? Do the following as your informant gives you the cues:

Don't ride.

_____ get off.

_____ wait.

_____ hurry.

_____ work.

_____ haggle.

_____ bet.

_____ jump.

_____ climb up.

_____ leave.

Don't eat it.

_____ drink ___.

_____ get _____.

Don't give it.

_____ bring ____.

_____ clean ____.

_____ wash _____.

_____ write ____.

_____ speak ____.

_____ ask ______.

(b) Requests

It is possible that request forms in your target language are the same as the command forms but used with certain particles. Or it could be that the request forms take a whole set of affixes to show focus. Ask your informant for the equivalents of the following to find out what they are.

Will you please sit down?

Will you please stand up?

Will you please leave?

Will you please be quiet?

Will you please come in?

Will you please read a book?

Will you please recite a poem?

Will you please write a paragraph?

Will you please draw a cat?

Will you please color a picture?

Will you please close the door?

Will you please open the window?

Will you please turn on the light?

Will you please turn off the radio?

Will you please tone down the radio?

Will you please buy a chocolate for me at the store?

Will you please buy the chocolate for me at the store?

Will you please buy a chocolate for me at the store?

Will you please buy a chocolate for me at the store?

Are these expressed in differing ways in your target language? Can you construct more sentences like them?

Fill the squares in the chart below with the proper forms of the verb, e.g., mag- + Root, then compare it with your earlier chart on page 48. Which squares are the same? Different?

	COMMAND FORMS	REQUEST FORMS
Actor Focus		
Object Focus		
Benefactive Focus		
Locative Focus		

Did you note the intonation used for these two patterns? Perhaps, here more than in other constructions, you need your intonation lines and arrows to help you master the patterns. In most languages, the difference between a falling and rising intonation means the difference between a command and a request, which may further mean the difference between winning or losing a friend. You will, therefore, need to note the intonation patterns carefully, and mimic them well.

4. Ability Forms

Some languages make a significant distinction between pairs of sentences like these:

Lito is reading a book.

Lito can read a book.

The patient is eating rice.

The patient can eat rice.

I go to movies.

I can go to movies.

He buys blue seal cigarettes.

He can buy blue seal cigarettes.

They speak Bikol.

They can speak Bikol.

There is generally a correspondence between the actor-focus affixes and the ability affixes. For instance, in Tagalog, the mag- verbs usually take makapag- to express ability. Is this the case with your target language also? What are the various affixes and to which group do they correspond? Can you do this with your informant?

Lito is able to draw a map everyday.

_______________ picture ______

_______________ PAINT _______________

The artist _______________________

_______________ sell _______________

___________________________ yesterday

Pablo ______________________________

______________________ newspapers _____.

_______________ read _______________

_______________ buy _______________

The teacher ___________________________

______________________ chalk __________

______________________________ tomorrow

______________________ notebooks ______

______________________ rulers _________

_______________ use _______________

The students ___________________________

_______________ borrow _______________

_______________ ask for _______________

_______________ collect _______________

______________________________ yesterday

Lita ______________________________

___________________________________ now

_______________ give away _______________

______________________________ tomorrow.

What are the aspect forms in this ability-construction? Is the formation reguler? Can you construct more sentences like the above?

I was able to buy a book.

I was able to buy the book.

He was able to call a cab.

He was able to call the cab.

They were able to send a letter.

They were able to send the letter.

Lita was able to get a book for me at the store.

Lita was able to get the book for me at the store.

Lita was able to get a book for me at the store.

Lita was able to get a book for me at the store.

Does your language have equivalents of these, too? Can you isolate the affix that denotes a specific focus? What are their respective aspect forms?

Fill this chart with the affixes to help you do more exercises:

FOCUS	PERFECTIVE	IMPERFECTIVE	FUTURE
Actor			
Object			
Benefactive			
Locative			

Try these with your informant:

I wasn't able to sleep last night.

My father wasn't able to go to work yesterday.

My roommate wasn't able to find a fresh durian.

We won't be able to bring any supplies.

We won't be able to sing a song.

Lydia wasn't able to check the papers.

We weren't able to do the exercises.

Lucia wasn't able to pass her homework.

They weren't able to memorize the poem.

Ruben won't be able to take the test.[7]

D. Expanding the Sentence

The distinction being made between expanding a sentence and putting sentences together (between this section and the following section) is not easy to illustrate in English sentences, because most English sentences illustrating both would either be basic sentences or, in the definition of "expanding sentences" and "putting sentences together", illustrations of the second only. (In English, almost all expanded sentences are really two or more sentences that have been put together.) This shows one big difference between the two languages and, as with most grammar points e.g., sentence order, tense system, etc., it does not pay to follow the grammar of one in studying the grammar of the other, a common fault of old.

In this workbook, an expanded sentence means a basic sentence that has an enclitic or, a combination of enclitics, or a definite predicate or intensified adjectives and verbs, and or modifiers. Putting sentences together means combining two or more sentences into a longer utterance by using what is commonly called a conjunction. This distinction is based on knowledge of Tagalog and what Tagalog structure hints of the other languages. Use the sentences given in this section very carefully. Perhaps some of them, given in your particular target language, should properly belong to the next section. Do not hesitate to re-classify them if your findings contradict this arbitrary classification.

1. Enclitics

An enclitic is a little but very significant word that cannot appear at the beginning of sentences; it generally comes after the first full word of a sentence. How is the question transformation in your target language? Do you have an enclitic in your question? Getting to know each of the enclitics in your language and then using them in the proper order when put together is very important. The easy way to do this, perhaps, is to learn them one at a time and then add one at a time to a given combination. Find the equivalents of the following:

He's still sleeping.

(Natutulog pa siya.)

---

[7] From here, you can go either to the next one or to Section F. Pedagogically speaking, it would be easier to do Sections D and E right after this section, but oftentimes the linguistic situation you are in is more important than pedagogical considerations. If you find you need it more than D and E (this will probably be the case), do Section F before D and E.

He's still eating.

He's still studying.

He's still writing.

He's still talking.

He's still taking a bath.

He's still young.

He's still handsome.

He's still poor.

He's still sick.

He's awake already.

(Gising na siya.)

He's well already.

He's in school already.

He's mature already.

He's eating already.

He's talking already.

He's laughing already.

He's walking already.

He's studying already.

He's reading already.

It's ~~time~~ true Rina is buying a dress.

(Bumibili nga ng damit si Rina.)

It's ~~time~~ true I'm leaving.

It's ~~time~~ true her school is big.

It's ~~time~~ true Joe is helping us.

It's ~~time~~ true you are friendly.

Rina is also buying a bag.

(Bumibili rin ng bag si Rina.)

They are also leaving.

My school is also big.

Pepe is also helping us.

You are also helpful.

They say Rina is buying a pair of shoes.

(Bumibili raw ng sapatos si Rina.)

They say you are leaving.

They say Zamboanga is pretty.

They say Manila is dirty.

They say the roads are bad.

It is easy enough to remember the equivalents of these words still, already, also, etc. but using them in combination in the right order is something else. This is where you need your informant's help very badly and you also need exercises that are designed to help you to easily learn the order in which they come. Do the following with your informant, observe and follow the sequence carefully.

They said Mario is studying.

________________ working.

__________ Martha _________

_______________________ cook

_______________________ clean

_______________________ scrub

__________ maid ____________

_______________________ sweep

__________ Laura ____________

They said Laura is also singing.

_________ Minda ______________

_______________________ dance.

_______________________ play the flute.

__________ Jorge ____________

_______________________ read

They said the man is also reading.

____________________ yawn.

_______ Chita ___________

_____________________ cry

They said it's true that Chita is also crying.

____________________ Belen ___________

____________________ baby ___________

______________________________ sleep

______________________________ smile

____________________ girl _________

______________________________ write

______________________________ play

____________________ Ben _________

____________________ Teddy _______

They said it's true that Teddy is still playing also.

____________________ Boo-boo ______________

____________________ Franco ______________

______________________________ work _____

______________________________ be in business ___

______________________________ go to church -___

____________________ Miguela _______________

____________________ Kulasa _______________

______________________________ sell vegatables ___

______________________________ eat _______.

Go over the exercise again and then construct your own. Remember that doing these words in this sequence has been found to be effective in learning the order they come in a sentence. In doing the exercise, do not stop to think of meaning; just do the lines in a normal speed, in order to say the combination of words automatically. Here are some more.

You (sg.) go to school already.

_______ speak Pangasinan ______

_______ work _________________

_______ teach ________________

Do you teach yet (already)?

______ work _____________

______ go to school ______

_______ go to church _____

______ go serenading _____

Do you really (is it true, what they say, that you) go serenading already?

Do you really (is it true, what they say, that you) go to college already?

Do you really (is it true, what they say, that you) go to work already?

Do you really (is it true, what they say, that you) work already also?

Do you really (is it true, what they say, that you) go to school [redacted] already also?

Do you really (is it true, what they say, that you) speak Cebuano already also?

You (pl) are rich also.

They say you are rich also.

They say you are still rich also.

They say it's true you also are still rich [redacted].

They say it's true you also are still rich [redacted], sir.

They say it's true you also are still young [redacted], sir.

They say it's true you also are still ill [redacted], sir.

They say it's true you also are still healthy [redacted], sir.

They say it's true you also are still thin [redacted], sir.

They say it's true you also are still stout [redacted], sir.

Go over all these and the earlier exercise once more and change them to negative. Does the order of your enclitics remain the same?

Special attention should perhaps be called to also, not because you will have problems with it in the negative, but your informant might. To avoid any problem, you would do well to try to use Tagalog sentences for the negative, e.g.,

The mango is sweet.	→	The mango isn't sweet.
The papaya is also sweet.		The papaya isn't sweet, either.
(Matamis din ang papaya)		(Hindi rin matamis ang papaya.)
The santol is sour.	→	The santol isn't sour.
The lanzones are also sour.		The lanzones aren't sour, either.
(Maasim din ang lanzones.)		(Hindi rin maasim ang lanzones.)

Try these others:

The main dish wasn't bland.

The soup wasn't bland, either.

The vegetable wasn't bitter.

The fish wasn't bitter, either.

The beef wasn't tough.

The pork wasn't tough, either.

The eggs weren't fresh.

The milk wasn't fresh, either.

The adabo wasn't salty.

The paksiw wasn't salty, either.

Can you now put your enclitics in the table below; in the order that they come if put together in one sentence? Include your pronouns that behave like enclitics; also include your question marker and polite marker if you have them and they have like enclitics.

Without Pronoun(s)								
With Pronoun(s)								

2. Definite Predicates

You have defined your basic sentence earlier and you probably defined your predicate as either a noun an adjective or a verb. You probably had sentences like these:

a) Paulo is a teacher.

b) Paulo is tall.

c) Paulo writes short stories.

Can you translate these into your target language? Suppose you changed them a little into these:

a) Paulo is the teacher.

b) Paulo is the tall one.

c) Paulo is the one that writes short stories.

(a) and (b) are simple sentences in English but (c) is rather long and clumsy. Are there equivalents of these in your target language? How are these translated?

Which of those boys is Ruperto?

[Ruperto is] the one raising his hand.

Ruperto is the one closing his eyes.

Ruperto is the one clapping his hands.

Ruperto is the one wiping the desk.

Ruperto is the one carrying a jar.

Ruperto is the tallest one.

Ruperto is the shortest one.

Ruperto is the darkest one.

Ruperto is the fairest one.

Ruperto is the stoutest one.

Ruperto is the Chinese one.

Ruperto is the Spaniard.

Ruperto is the dwarf.

Ruperto is the cross-eyed one.

Ruperto is the left-handed one.

Can you do these by yourself?

The man is the teacher.

The girl is the nurse.

The teacher is the adviser.

The doctor is the godfather.

The godmother is the principal.

The winner is the tall one.

The loser is the dark one.

The donor is the rich one.

The victim is the poor one.

The judge is the strict one.

The pen is the one that is mine.

The book is the one that is yours.

The bag is the one that is hers.

The ball is the one that is his.

The cake is the one that is ours.

That (man)is the one who took my book.

That (man) is the one who bought our house.

That (man) is the one who sold his car.

That (man) is the one who borrowed your pen.

That (man) is the one who gave them candy.

The one coming is the one whistling.

The one singing is the one taking a bath.

The one taking a bath is the one going to the ball.

The one going to the ball is the one going to use the car.

The one going to use the car is the one going to buy the gasoline.

3. Intensified Adjectives and Verbs

This is probably an easy construction to analyze and learn in your target language. Find out with these sentences.

The movie was very good.

The actor was very handsome.

The villain was very bad.

The photography was very good.

The camera was very expensive.

The boy scouts walked and walked.

The girls giggled and giggled.

The fisherman worked and worked.

Martha studied and studied.

Lucas read and read.

She is very intelligent.

You (sg.) are very interesting.

They are very tolerant.

We swam and swam.

He ran and ran.

You (pl.) sang and sang.

Do you see a pattern? What is it? Does it hold for the last six sentences, too? Is there another pattern for sentences with pronoun subjects? Ask your informant if there is more than one way to say these sentences.

4. Modifiers[8]

In English, a basic sentence like Lynn is a teacher can be expanded into Lynn is a good teacher. It can further be expanded into Lynn is a good understanding teacher and further still into Lynn is a very good understanding teacher.

---

[8] It can be strongly argued that this sub-section really belongs to the next section and that the expanded sentences here illustrated are really derived from two or more sentences. Most of them can be traced back to basic sentences having been combined. To illustrate:

a) The teacher was strict. → The old teacher was strict.
The teacher was old.
b) I bought the dress. → I bought the dress (which Lita made.
Lita made the dress.
c) The place was crowded. → The place where Roger saw you was crowded.
Roger saw you in the place.

For purposes of this workbook, however, we are treating these as expanded rather than combined or derived sentences. The derived sentences in the following sections will show the subjects of the sentences which have been combined; the expanded sentences here have only one subject and that is the subject of the basic sen-

How do these translate into your target language?

My father is a laborer.

My father is an old laborer.

My father is an old retired laborer.

My father is an old retired laborer for the Bureau of Public Schools.

Is there a limit to the number of modifiers in your sentence for it to be a natural, acceptable sentence? Do some more:

My father is an old laborer.

____________________ teacher.

_____________experienced ______

___ roommate __________________

__________________________pianist

_____________ professional _____

__________________________ actress

______________ good _____________

___ friend ______________________

__________________________ singer

______________ talented _________

______________ bad ______________

Lito ____________________________

__________________________ student

_______________ lazy _____________

_______________ diligent _________

_______________ obedient _________

_______________ disobedient ______

_______________ quiet ____________

_______________ noisy ____________

---

tence being expanded. The distinction being made here is not as clear in English (except in one-word, participial and prepositional modifiers) since relators such as who, which, where, etc. are always used.

Ask your informant if there are two or more ways to say the same sentence. In Tagalog, the modifiers can come either before or after the nouns they modify. Is this true, too, in your target language? Are you using one or two linkers or ligatures between your modifiers and your nouns? If you have more than one ligature, when is each used?

Will you try your rule upon the following sets of sentences?

a) The dress on the table is for you.

The book under the desk is old.

The pencil (reserved) for you was broken.

Rosa saw a dress for the occasion.

The students from Manila lost in basketball.

b) The book I read was very interesting.

The man I met yesterday works here.

The purse you found last week belongs to Lulu.

She picked up the magazine that he threw away.

Lipo works in the building which we built.

c) Lope is the man who is laughing.

Fr. David is the priest who is preaching.

The priest who is singing is Fr. Santos.

The bird that is flying above is a maya.

The maya is a bird that sings all day.

d) I bought this at the store where you bought the watch.

They're going to the restaurant where they ate last night.

I met the girl who you brought flowers to.

Mother talked to the girl who you called up.

e) Rene is the boy I bought the gun for.

Lita is the girl he bought flowers for.

She is the girl he ordered a birthday cake for.

She is the person we carried the package for.

They are the ones Lino called a cab for.

Construct other sentences, using verbs different focuses and in various aspect forms. See if your rule about your modifier, whether one-word or more-than-one-word, applies to all of them.

E. Putting Sentences Together

Having defined your basic sentence and having learned to expand it, you would want to know how to put two or more together in one long utterance. Your target language may have one or more ways of doing this, depending on what relationships between sentences, or more accurately between ideas and contexts, you want to express.

1. Adding Ideas Together

Is there a simple way to say:

The mechanic is working and the operator is resting.

The driver is on his seat and the conductor is at the door.

The doctor is examining the patient and the nurse is looking on.

The lawyer is speaking and the client is listening.

The priest is kneeling and the acolyte is standing.

The singer is here and so is the musician.

The fisherman is here and so is the fishvendor.

The rice cakes vendor is calling and so is the fruit vendor.

The modiste is good and so is the tailor.

The laundrywoman is coming and so is the cook.

In English, there are a number of ways to put together sentences, as you have seen in the examples above. Take a look at this and see if your target language has a devise to express the same thing:

Jose ate an apple.

Lita ate an apple.

These two can be combined into any of the following ways:

Jose and Lita ate apples.

Jose ate an apple, and so did Lita.

Jose ate an apple and Lita did too.

Jose ate an apple. Lita also ate an apple.

In the preceding section, you found that one way to expand a sentence is to use an enclitic and you found which enclitic expresses this addition of ideas in your target language. In addition to this enclitic, you probably will find other ways to express addition of ideas. Try these:

The man is working and Pedro is working also.

The man is sawing and Jose is sawing also.

The man is planting and they are planting also.

The gardener is watering (some plants) and she is watering (some plants) also.

The maid is sweeping and I am sweeping also.

In English, you can add negative sentences also, e.g., The mother cat doesn't meow and the kitten doesn't meow, either. Find out if this is possible in your target language.

The dog doesn't bark and the puppy doesn't either.

The horse doesn't neigh and the colt doesn't either.

The cow doesn't moo and the calf doesn't either.

The ducks don't quack and the ducklings don't either.

The roosters don'e cockle and the chickens don't either.

Just to make sure you have the correct equivalents, use Tagalog two or three times to make the meaning of either construction clear.

2. Contrasting Ideas

The egg is fresh but the milk is not.

The lettuce is crisp but the celery is not.

The eggplant is fresh but the squash is not.

The peas are sweet but the corn is not.

The bitter-melon (ampalaya) is bitter but the gourd (upo) is not.

He is sleeping but he is not snoring.

They are working but they are not complaining.

We are studying but we are not concentrating.

They worked but they were not paid.

Mario earns but he does not save.

I walked in the rain but I was comfortable.

You studied but you get a low grade!

Rosa sang but she was booed.

The team scored low but they won!

He got a low grade but he passed.

What words are used to express this relationship between ideas? Are there other more literary and less frequently used ones? You should be on the alert for such forms, e.g., Tagalog datapwa't, subali't, etc. They are not used too often in speech, but occur almost all the time in writing. Ask your informant for the level of usage, then, of each of the relators he uses. (Relators are words that express various types of relationships between ideas and/or contexts.)

3. Expressing Results or Making Conclusions

It was raining and so we got wet.

He received a failing grade and so his father got angry.

It was cold and so he put on his sweater.

The course is difficult and so he studies hard.

The book was good and so he bought it.

We get wet because it was raining.

His father got angry because he received a failing grade.

He put on his sweater because it was cold.

He studies hard because the course is difficult.

He bought the book because it was good.

Do These two groups of sentences translate in different ways in your target language? What relators are used?

Cause	Result
It was a hot day.	She used an umbrella.
It's very warm.	The old women are fanning themselves.
The food was excellent.	We ate a lot.
The lecturer was boring.	The audience was bored.
They called us up.	We knew they were coming.
The road was bumpy.	I feel so tired after the trip.

They accused him.	He was in the premises last night.
The judge convicted him.	He could not deny his guilt.
The criminal was sentenced to death.	The newspaper sensationalized his case.
That convict was paroled.	He behaved well in prison.
Flor was acquitted.	Her accusers couldn't prove anything.

Use as many natural combinations as possible to express a causal relationship between these two groups of sentences.

4. Relating Time

Jorge sang.
Betsy danced.

These two sentences can be combined in different ways to relate them in time. The singing could have happened before the dancing or after, or simultaneously. English uses before, after, and while to express these relationships. What is used most commonly in your target language? List them down and then try to do the following pairs of sentences, using as many context relators as you possibly can.

a) I will go to the party.

She will go to the movies.

b) Rene went to school.

His mother went to work.

c) The radio went off.

The lights went out.

d) The band is playing.

The kids are parading down the streets.

e) The teacher explained the lesson.

The class did the experiment.

Do the following sentences follow the pattern or patterns you have set up for the above?

I will go when he does.

The students will rise when the teacher comes in.

Rodolfo will pay the bill when the waiter brings it.

The man will do the work when his wife finishes hers.

The boy will be better when he takes his medicine.

The teacher scolded them when the lads didn't obey her.

Romy took the cigarette when Nena offered it to him.

You went to sleep when he started his lecture.

They accepted the invitation when I called them up.

Mitas sang for free when she was asked by the association.

The teacher scolds us when we are naughty.

Mama spanks me when I'm naughty.

Busses stop here when it rains.

Guma melas grow here when it's not to warm.

Schools close when there is a flood.

I go to movies when I bave noething to do.

We go to the Lerneta on Sundays.

Alice goes out when it's Saturday night.

The maid takes the day off (when I'm home) on Saturdays.

Helen attends services on Sunday evenings.

We join her whenever we have time.

They go to the movies whenever there is a Sinatra film.

Pauline gives us peanuts whenever we go to her store.

What is your relator and when is it used? Are there others that are used for special contexts? What are these contexts?

5. Reporting quotes

In addition to daw, Tagalog has ways of saying:

He asked if you are leaving.

He asked where you are going.

He asked when you are going.

He asked how you are going.

He asked why you are going.

He said that he liked the girl.

She whispered that she was hungry.

Liza narrated that the team fought hard.

The commander shouted that the soldiers should fall in line.

The soldier said that he was scared.

Are there equivalents for the above in your target language? Is there an easy formula you can write for the construction, that will help you remember it and produce it automatically? Apply it on these:

He asked if I had passed the test.

He asked if you and I are joining the parade.

My mother asked if Linda was at the party.

Your teacher asked if they had teased you.

Miss Santos asked if the students were ready to go.

He asked who I was.

He asked who invented the telephone.

He asked who discovered America.

He asked who discovered penicillin.

He asked who you were taking to the party.

Romulo asked where the party was.

Romulo asked where our house was.

Romulo asked where the hospital was.

Romulo asked when the party would be.

Romulo asked when my parents would arrive.

Romulo asked when the independence of Indonesia was granted.

Romulo asked why there is trouble in Hong Kong.

Romulo asked why there are so few people in the street.

Romulo asked why you are afraid.

Romulo asked how you found me.

Romulo asked how they were able to fight.

Romulo asked how you made the toy airplane.

Romulo asked what time we're leaving.

Romulo asked what day it is today.

Romulo asked how far the school was from here.

Romulo asked how long the program would be,

Romulo asked how old my father was.

The girl said it was time.

The girl said today is Thursday.

The girl said the school was far from here.

The girl said the program wouldn't take long.

The girl said your father was 60 years old.

The girl said the party would be here.

The girl said the party would be 8 p.m.

The girl said the party was fun.

The girl said the party was for her birthday.

6. Relating Conditions

She will pass the course if she studies hard.

The teacher will be pleased if Pilar passes the course.

Her parents will be sorry if she does not pass.

I would have gone with you if you had called up.

The team would have won the game if Ruperto had not slipped on the cement.

He would have finished typing his paper if visitors had not come.

They would surely have gotten wet if it rained over there.

We would surely have seen him if he went this way.

Lolita would surely have worn the dress if the laundrywoman returned it this afternoon.

Do you see a pattern in your equivalents? Can you construct other sentences to see if the pattern you see is consistent pattern?

7. Expressing Purpose

Study hard in order to get good grades.

Do your work well in order to please your parents.

Read loudly and clearly in order that your classmates will understand you.

Eat vegetables in order to remain healthy.

Dress neatly in order to look good.

They worked hard in order to make a living.

She studied hard in order to get good grades.

Lupo woke up early in order not to be late.

The teacher punished him in order to teach him a lesson.

Lupe shined his shoes in order to make them look new.

Once again, do you get one or more relators to express purpose relationship? Are there restrictions on how or when to use your relator(s)?

8. Relating Choices or Alternatives

What relator or relators are used to express these in your target language?:

Would you like coffee or tea?

Are you driving or walking to your office?

Is the lady buying or just looking around?

Do you want your picture frame here or there?

Does Lina work at Esso or at Filoil?

Is Baluyut running for re-election or not?

Is the PTA supporting the project or not?

Are the boys leading or not?

Is your target language hard or not?

Was Miriam here last night or not?

Do you want coffee with cream or without?

Do you have books with you or not?

Does Apolinario have a family or not?

Was your sister at the party or not?

Were there demonstrations in Manila or not?

9. Relating Amounts of Quality

Relating amounts of a given quality involves comparison. Two persons or groups of persons can have the same amount of a given quality, or one could have more than the other, or he could have less. Or, if three or more are being compared, one can have more than any other member of the group.

What are the equivalents of the following in your target language?

Lulu is as big as Jade.

The man is as talkative as the woman.

David is as healthy as Rene.

David is taller than Eric.

The superintendent is older than the principal.

The school is nearer than the church.

Antonio is the tallest of the boys.

Cynthia is the most diligent of the girls.

Emmy is the best in the class.

What is your equality relator? Comparative? Superlative?

Combine the following pairs of sentences to show these three relationships using the proper relator:

1) New York is big.

Paris is big.

2) Leyte is well populated.

Samar is well populated.

3) Miss Lopez' class is orderly.

Mrs. Tuazon's class is orderly.

4) The experiment was successful.

The project was successful.

5) The car is new.

The house is new.

6) Beatriz is friendly.

Laura is friendly.

7) Pall Mall cigarettes are long.

Empress cigarettes are long.

8) Algebra is hard.

Biology is hard.

9) My father is young.

My mother is young.

10) The post office is crowded.

The restaurant is crowded.

Have you set up a rule for yourself to express these three relationships? Do you have particles like the Tagalog si/ang and ni/ng in your sentence pattern? Do your adjectives behave uniformly in these constructions? Or do you see two or more groups emerging? In Tagalog, for instance, the distinction between adjectives that begin with ma- and those that do not, become very significant in these constructions.

Find out if the patterns remain the same, given pronoun subjects. Do the following to express all three relationships:

1. You (sg.) are tall. I am tall.

2. I am happy. You are happy.

3. We (Incl.) are busy. They are busy.

4. They are lucky. We are lucky.

5. She is charming. You (pl.) are charming.

6. You (pl.) are rich. She is rich.

7. We (Excl.) are hungry. He is hungry.

8. He is thirsty. We are thristy.

9. I am lonely. She is lonely.

10. She is thin. I am thin.

Can you apply your interrogative and negative transformations on these constructions? Or do you need new rules to transform them?

These various relationships are generally the most common ones expressed in most sentence combinations. For most of them you might be able to write a summary formula that looks like this:

$$\text{Sentence}_1,\ \text{Sentence}_2 \longrightarrow \text{Sentence 1} + \text{Relator} + \text{Sentence 2}$$

Unlike English where changes obligatorily happen in either or both sentences being combined (either in the verb forms or antecedents or some other element), there does not seem to be much of this change in Philippine languages. But if there are, in your target language, be sure to note them and follow them in your speech.

As a summary to this section, perhaps you might find it helpful to fill the chart below with the appropriate relators used to express various relationships in your target language.

RELATIONSHIP	RELATOR
Adding Ideas	
Contrasting Ideas	
Expressing Results in Making Conclusions	
Relating Time	
Reporting Quotes	
Relating Conditions	
Expressing Purpose	
Relating Choices or Alternatives	
Relating Amounts of Quality	

Can you also write examples of each relationship below, with an accompanying rule or formula to help you construct others? Can you transform them into interrogative? Into negative?

F. Other Sentence Types

In Tagalog, there are other sentence types which are just as frequently used as the equational and verbal sentences (the equational sentences are those with adjectives or nouns in their predicates, the verbal are those with verbs). It is very possible that your target language has these other sentence types, too.

1. Indefinite Doer/Receiver/etc.

Someone is coming.

Someone is laughing.

Someone is crying.

Someone is singing.

Something is noisy in the room.

Linda is reading something.

She is carrying something.

I am thinking of something.

He's doing something.

He's attending to (working on) something.

The principal went somewhere.

The teacher passed somewhere.

Rose asked for money from somewhere.

We borrow books from somewhere.

The lady took flowers somewhere.

She bought a present for someone.

She sewed a skirt for someone.

She borrowed a magazine for someone.

She called a taxi *for someone*.

She made a box *for someone*.

The underlinings hint at the *focus* of this indefinite type of sentence in Tagalog which may or may not be present in your target language. Do they also follow the aspect system of the earlier sentence types?

2. Indefinite Possessive

The table has eight legs.

The students have books.

Alma has an aquarium.

Estry has a pet *maya*.

Margaret has a puppy.

My brother-in-law has no house.

My sister-in-law has no child.

The boys have no hobbies.

The girls have no class.

The boss nas no problem.

I have a watch.

You have a bracelet.

She has a ring.

They have necklaces.

He has a pocketwatch.

I have no companion.

You have no friend.

She has no seatmate.

They have no neighbor.

We (he and I) have no helper.

Is there more than one way to say these in your target language? If there are, can you identify the most frequently used? Can you list a number of sentences that enumerate things you have or use in the classroom? Use your sentences in the perfactive and future aspects also, when you have a verb in your sentence.

To practice on these structures, do the following with your informant. He gives the cue and you give the complete sentence. Then, he gives the sentence and you change it to a question. After you complete this, he asks the question and you give the appropriate positive and negative answers.

Fidel's got a car.

__________ wife.

__________ house.

Lita __________

__________ job

__________ friend

The man __________

__________ business

The Chinese __________

__________ money.

I __________

You (pl.) __________

You (sg.) __________

They __________

__________ assignment.

We (he & I) __________

We (You and I) __________

__________ work __________

He __________

I __________

You (sg.) haven't got any bread.

They __________

She __________

Pedro __________

__________ food

He ______________________

______________________ milk

The child __________________

______________________ chocolate

You (pl.) ____________________

We (dual) ____________________

We (he &I) ___________________

______________________ coke

You (sg.) __________________

I ________________________

3. Existential pattern

There is a pen on the table.

There is a table in the room.

There is a room in the hotel.

There is a hotel in the town.

There is a town in the province.

There is no food on the plate.

There is no plate on the table.

There is no table in the kitchen.

There is no kitchen in the school.

There is no school in the barrio.

How many ways are there to say these sentences in your target language? Are the constructions similar to the indefinite structures above?

There are children in the street.

There were policemen in the school.

There is a vendor in the playground.

There was a fisherman on the beach.

There had been parades in the town.

There are many people in the plaza.

There are many cars in the park.

There are many tricycles on the corner.

There are many carabaos in the farm.

There are many farmers in the field.

There are few women in the field.

There are few men in the church.

Is there a change in the may- construction when there is a change in aspect?

Does the last set of sentences follow the may- construction?

What is the interrogative transformation for these three sentence types?

Is someone coming?

Is someone talking?

Is someone knocking?

Is the child eating something?

Is he drinking something?

Is he sucking something?

Does Alma have a hobby?

Does she have a boyfriend?

Does Estry have a car?

Is there a sheet on the bed?

Is there a blanket on the bed?

Is there a pillow on the bed?

Isn't there a cot in the room?

Isn't there a bench in the room?

Isn't there a bed in the room?

What are the appropriate answers to these questions?

4. Preferential

The mayor likes politics.

The policemen like campaigns.

The municipal treasurer likes elections.

The municipal judge likes weddings.

The municipal council likes fiestas.

I like cars.

You (sg.) like busses.

He likes jeepneys.

We (excl.) like carts.

We (incl.) like tricycles.

Lois likes oranges.

She likes durian.

The girls like lanzones.

They like grapefruits (suha).

We like siniquelas.

The boy wants a bicycle.

The girl wants a doll.

The baby wants a rattle.

The children want a toy-house.

They want a toy-circus.

You (pl.) like the car.

You (pl.) want the car.

They like the balloon.

They want the balloon.

Rosario likes the doll.

Rosario wants the doll.

Are these groups of sentences said in differing ways in your target language? In what ways are they different? Is it in the use of a specific particle? Is it word order?

Does your language distinguish between like and want? The difference between these two English words may be a problem even to good informants sometimes, so you will need to watch out against getting conflicting translations at first when working with either. It is possible that while working on like some sentences that really use want will creep into your data. Be alert on this possibility and look at your data carefully.

In some languages, there might really be no distinction at all, so if it looks like this is the case with your target language, do not force a second form into it

Ruperto doesn't like comics.

He doesn't like magazines.

He doesn't like gambling.

They don't like cockfighting.

The women don't like smoking.

They don't want new dresses.

The children don't want old erasers.

She doesn't want visitors.

He doesn't want advice.

The patients don't want medicine.

She doesn't want the dress.

They don't want the book.

Lily doesn't want the pen.

Juan doesn't want the chalk.

Ben doesn't want the work.

Do the negative statements behave like the positive? Are there significant uses of particles.

We want to read a book.

We like to read a book.

We like to read the book.

We don't want to read a book.

We don't like to read a book.

We don't like to read the book.

Is focus operating in these structures in your target language?

Can you do this with your informant now? If you have written a rule or formula on how this sentence type looks, use the rule as you go through the exercise.

Do you (sg.) like apples? ⟶	Yes, I like apples.
___ she ______________	Yes, she likes apples.
________________mangoes	Yes, she likes mangoes.
____ Petra ____________	Yes, Petra likes mangoes.
____ the boy __________	Yes, the boy likes mangoes.
____________________balut	No, the boy doesn't like balut.
____ they _____________	No, they don't like balut.
____ you (pl.) _________	No, we don't like balut.
___________________ apples	No, we don't like apples.
____ Miriam ______________	No, Miriam doesn't like apples.

You like to read books.

__________ buy ______

__________ borrow _____

He ____________________

___________ give ______

He likes to read the comics.

Monserat _________________

___________________ magazine

__________ buy ____________

The lady __________________

Find out if this sentence pattern is the same as the equivalents of the following:

Lisa needs a book.

The school needs a playground

They need a library.

We need a clinic.

You need a basketball court.

We don't need money.

They don't need help.

I don't need paper.

Mita doesn't need crayons.

Marcos doesn't need paint.

5. Mandatory

Lydia should[9] speak Ilocano.

Evelyn should sing a kundiman.

The chilren should write a composition.

The boys should compose a march.

The girls should dance a folk dance.

You (sg.) should drink milk.

You (pl.) should eat cheese.

He should read books.

They should recite poems.

She should draw pictures.

The principal should order a typewriter for the school.

The principal should order the typewriter for the school.

The principal should order a typewriter for the school.

The principal should order a typewriter for the school.

The principal should order a typewriter from the store.

---

[9] Should is used here to also mean must and ought to.

I should order a typewriter for the school from the store.

I should order the typewriter for the school from the store.

I should order a typewriter for the school from the store.

I should order a typewriter for the school from the store.

Are there verb changes when focus is changed? When the noun subject is replaced by a pronoun? Are there aspect changes that become evident with these:

You (sg.) should buy a book.

You should have bought a book.

You should be buying a book.

You should read the book.

You should have read the book.

You should be reading the book.

You should borrow a book.

You should have borrowed a book.

You should be borrowing the book.

In Tagalog, the words most commonly used to introduce this construction are dapat and kailangan. Does your target language have two or more words to introduce this construction also?

Do the following drill on this sentence type:

You should bring your books everyday.

You should study your lessons.

You should recite in class.

You should ask questions of your teacher.

You should think for yourself (alone).

The students should study.

The boys should do their projects.

The girls should finish their sewing.

Romeo should erase the blackboard.

Rosita should help the others.

Mario should save some money.

____________ earn ___________

I ____________________________

____________ give ____________

__________________________ help

You (sg.) ____________________

____________ ask _____________

Roxy __________________________

__________________________ sugar

____________ use ______________

We (dual) _____________________

We (excl) _____________________

____________________________ rice

_____________ cook _____________

Marie __________________________

6. Exclamatory

With the following as with your commands and requests, the intonation pattern is usually very important and significant. Mark your sentences to show the intonation pattern of each and decide what the common intonation pattern is for this sentence type.

What a pretty girl!

What a nice day!

What a terrible accident!

What a crowded bus!

What a bumpy road!

What a pretty girl she is!

What a pretty girl you are!

What a good boy I am!

What a difficult est it was!

What easy poems they were!

What a rich girl Rosal is!

What a handsome follow the guy was!

How nice (it is)!

How lovely (it is)!

How hard (it is)!

How good (they are)!

How big (they are)!

Do you see a pattern in your exclamatory sentences? Are they very different from the equational patterns?

Here are exclamations you might want to know and use often, if your target language has their equivalents:

Gosh!

Jesus-Mary-Joseph!

My God!

Ouch!

Wow!

Darn it!

Come what may!

Heaven help you!

That's it! (That's the way to do it.)

Hurray!

PART III

As you go along with your study of your target language, you will want to know some expressions that cannot wait till you get to their structural pattern in your analysis. You will need some that do not even follow any given pattern. These are common everyday expressions that you would need on certain occasions. Go over them and decide upon a few that you would like your informant to translate for you at a given session.

As in all your sessions with him, you have to be careful not to ask your informant for literal translations. You must ask for equivalents, as used in given contexts. Whenever you can, use Tagalog instead of English when asking for a phrase or expression. This assures you of at least one thing--the cultural implication of what you are asking for would most probably be more accurately expressed to your informant and you thus have more chances of getting the real equivalents.

a)

I'm ________________.

I'm from ____________.

I'm a Peace Corps Volunteer.

My father's from ____________ and my mother's from __________.

He works at ____________ and she works at ___________.

b)

Good morning/evening/afternoon.

Good bye.

How are you? -- Fine. -- Thank you. And you?

I would like you to meet Mr. __________.

Glad to meet you.

See you soon.

c)

What's your name?

Where're you from?

Are you a student?

Where're you working?

Do you know Miss ________?

How do you say "___________" in your language?

Will you be my informant?

I'm new around here.

d)

I arrived in the Philippines last _______.

I speak some Tagalog.

I learned it during our training at St. John's College, in Annapolis, Maryland.

I'm staying at _____________.

I'm going to __________tomorrow/next week.

I'll teach English/Math/Science there.

I'll be here two years.

It's warm here, but I like the place.

I like it here; I'm enjoying my work.

Everybody's nice to me.

e)

I'm your new teacher.

Did you know _______, the former PCV here?

Was he nice?

What color was his hair?

Did you like him?

I hope you'll like me, too.

Do you like English/science/math?

What's your favorite poem?

Do you know it by heart?

Let's sing.

Let's read.

Let's play.

It it time for recess?

Would you like to learn to play frisbee?

What games do you know?

How is __________ played?

Who taught you how to play it?

Please teach me how to do that.

Is this right?

Can this be improved?

Don't look at your neighbor's paper.

Do your own work.

Read this aloud; speak louder.

Stand up.

Sit down (all of you).

Move back.

Hurry.

Go ahead.

Follow me.

Slowly.

Stop.

Raise your hand.[10]

Be quiet!

Repeat after me.

All together now.

One at a time now.

Dont' be shy.

Try your best.

Who else will try?

Is that correct? Yes. No.

Once more.

---

[10] Classroom phrases from here down to part f are taken from Epstein, p. 5.

Louder!

Listen carefully.

Behave yourself.

Good! Very good!

Come here to the front.

Who knows the answer?

Repeat it.

Don't tell the answer yet.

Do you want to play a game?

Do you want to learn a song?

Who will read this?

Watch me carefully.

Pay attention now.

I'll repeat it.

Let's begin.

Open your books.

This row first. All right, now this row.

f)

Can I ask you something?

Can you tell me where the post office is?

Can you tell me where the school is?

Can you tell me where the church is?

Can you tell me where the hospital is?

Can you tell me where the market is?

Where can I take the bus?

Where can I take the jeepney?

Where can I take the railway?

How much is the fare?

How long does it take to get there?

How far is it from here?

Do the busses follow a schedule?

What time does the train leave?

What time does the bus leave?

What time does the plane leave?

Can I leave my luggage here?

Does this bus go through Taft Avenue?

Does this jeep go through Taft Avenue?

Does it pass the Peace Corps office?

Will you tell me where to get off?

Are we here now?

Don't forget to tell me where to get off?

Do I turn right or left?

Here's my fare.

Stop.

g)

Will you please call a taxi?

Will you please call a kalesa?

Will you take this to the laundrywoman?

Please cook some adobo for tonight.

Don't we have any more sugar?

Don't we have any more salt?

Dont we have any more milk?

Didn't you buy any pork?

Didn't you buy any eggs?

Didn't you buy any cheese?

Call up the [illegible] and say I'll be late.

Tell Mrs. ________ I'm not feeling well.

h)

Anybody home?

May I come in?

Please come in.

Please sit down.

Have a drink.

Have a coke.

Let's eat.

Would you like some coffee?

Please don't bother.

Please have some more.

No, thanks; I'm full.

i)

We'd like to invite you to a party.

I'd love to come; I'm sure I'd enjoy it.

I've a lot to do, but I'll try very hard to come.

I'm sorry I couldn't come.

Some friends came to call.

That's all right. Maybe you can come next time.

This is a lovely party.

I'm enjoying myself very much.

When's the next one (party)?

Don't forget me (to invite me).

Don't forget us (to invite us).

Thanks again. -- Good bye. -- I really enjoyed it. -- I'm so full.

j)

Happy birthday!

Congratulations!

Best Wishes/Happy Anniversary!

What's this?

It's nothing.

I hope you like it though it's nothing really.

I'm sure I'll like it.

Can I open it?

Don't; that would embarrass me.

Please open it later.

Thanks a lot.

You're welcome.

How old are you today?

That's a secret.

I'm already as old as Mohammed.

When were you born?

He was born on January 16, 1945.

He is fifteen years old.

k)

Merry Christmas!

Happy New Year!

Here's a Christmas present for you.

Aren't you giving me a Christmas present?

Let me kiss your hand, sir/madam.

What do Filipinos do on Christmas?

Americans also give each other presents.

Santa Claus gives presents to Children.

Americans don't have kalamay and suman.

They have pumpkin pie on Halloween.

l)

Is this the Peace Corps office?

Hello; can I speak to ______, please?

This is Mr. ________.

He isn't in?

When do you expect him back?

Can I leave a message?

Can you tell him that Mr. _______called up?

Would you like to leave a message?

I'll just call up again, thank you.

Please tell him to call up this number.

Just a moment; I'll call him.

I'll tell him you called up.

Please call up again.

He'll be back pretty soon.

I'll give him your message.

Just a moment; don't hang up.

Is this the operator?

Can you give me the number of the Peace Corps office, please?

Is this number out of order?

Will you give me this number, please?

I would like to make a long distance call to Manila.

m)

I'm having difficulty with my students.

Will you help me?

What will I tell him?

What will I tell them?

He might get angry.

They might get angry.

He might get hurt.

They might get hurt.

I don't want to hurt his feelings.

I don't want to hurt their feelings.

Please tell him not to be afraid of me.

Please explain (to him) for me.

What did he say?

Was he angry?

n)

Please ask him why he's always late.

Please tell him to come on time.

Excuse me; I didn't mean (to do) that.

Do you have any suggestions?

Do you think the others would like to join us?

Would you like to join us (in our project)?

Let's ask the principal for permission.

Sir, Miss _______ would like to know if she can do this.

May we do this, sir?

What are we going to do, sir?

May I be absent from tomorrow's meeting, sir?

I'm sorry I was absent from the meeting, sir.

o)

What color is her dress?

How long is the string?

How long is the rope?

How far is the place from here?

Why?

Simply because.

Where's the fire?

How was the party?

p)

What day is it today?

It's Monday.

It's Tuesday.

It's Wednesday.

It's Thursday.

It's Friday.

It's Saturday.

It's Sunday.

When's the party?

The party is tomorrow.

The party is today.

The party was yesterday.

The party is next week.

The party is next month.

The party was last week.

The party is on Monday.

The party was last Tuesday.

What month are we in now?

It's January.

It's February.

It's March.

It's April.

It's May.

It's June.

It's July.

It's August.

It's September.

It's October.

It's November.

It's December.

q)

What time is it?

It's one o'clock.

It's one-five.

It's one-ten.

It's one-fifteen.

It's one-twenty.

It's one-twenty-five.

It's one-thirty.

It's twenty to two.

It's quarter to two.

It's ten to two.

It's five to two.

It's two.

It's three in the afternoon.

It's four in the afternoon.

It's five in the afternoon.

It's six in the afternoon.

It's seven.

It's eight.

It's nine.

It's ten in the morning.

It's eleven in the evening.

It's twelve.

It's midnight.

It's noon.

It's time.

You're on time.

You're late.

I'm sorry I'm late.

Isn't Rosa here yet?

She's always late.

She's always on time.

Do you have time?

I have no time.

r)

How many are those?

One

two

three

four

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

30

40

50

60

70

80

90

100

1000

s)

How much is this?

One peso.

One centavo

Five centavos

Ten centavos

15 centavos

20 centavos

25 centavos

30 centavos

35 centavos

40 centavos

50 centavos

60 centavos

70 centavos

80 centavos

90 centavos

Two for ₱1.00

Three for ₱1.00

Two pesos.

Two fifty.

Two-eighty.

Won'e you reduce it (the price) a little?

Come on (reduce it a little.

That's too expensive.

I have no more money.

All my money will be gone.

Well, okay.

Please wrap it up.

t)

What color is this?

It's white.

It's black.

It's red.

It's pink.

It's blue.

It's green.

It's gray.

It's yellow.

It's brown.

It's violet.

It's orange.

REFERENCES

Allen, Harold B., ed., Applied English Linguistics (New York, 1964), 55-192.

Bowen, J. Donald, ed., Beginning Tagalog (Los Angeles and Berkeley, 1965).

Epstein, Jon, Language Notebook (mimeo., October 1965).

English for Filipino College Freshmen (unpublished manuscript prepared by the Philippine Center for Language Study and the Language Study Center, Philippine Normal College), Ch. III.

Malmberg, Bertil, Structural Linguistics and Human Communication (New York, 1963)

Nida, Eugene, Morphology: The Descriptive Analysis of Words (Ann Arbor, 1949).

Panukalang Patnubay sa Pagtuturo ng Pilipino sa Unang Baitang (Maynila, 1965). Unang Tomo.

Pike, Kenneth L., Phonetics (Ann Arbor, 1943).

Robins, R. H., General Linguistics (Bloomington, 1964).

Moulton, William G., A Linguistic Guide to Language Learning (MLA, 1966).